



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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Introduction

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

Our **aims** are clear. We aim to be a Trust in which:

Developing the whole child means pupils achieve and maximise their potential

Continued development of staff is valued and improves education for young people

All schools are improving and perform above national expectations

The distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration

I can do all things through Christ who strengthens me
(Philippians 4 vs 13).

Wisdom

Listen to advice and accept discipline, and at the end you will be counted among the wise
(Proverbs 19 vs 20)

Respect

So in everything do to others what you would have them do to you
(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full.*

Our School Vision

Learning as a family in Jesus, through Love, Hope and Forgiveness.

Matthew 19:26 "*with God all things are possible.*"

I. Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following documents:

- Equality Act 2010: advice for academy DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- School SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at academy 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

This policy has been reviewed locally in each academy by the Inclusion Leader, in liaison with the Special Educational Needs (SEN) Governor, Senior Leadership Team as well as staff and families of pupils' with Special Educational Needs and Disabilities (SEND).

Inclusion Leader: Mrs Charlotte Price

Mrs Price holds the National Award for SEN Coordination and has experience working within the role and in the classroom.

SEND Governor: Mrs Leanne Dixon-Box

SEND Advocate on Senior Leadership Team: Mrs Charlotte Price

Admissions

Our Governing body embraces the view that the admissions criteria should not discriminate against any pupil with SEND and have due regard for the practice advocated in the Code of Practice, in that,

"All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applications for admission."

(Code of Practice 1:33)

2. Aims and Objectives

At St. James' CE Primary Academy, we aim to provide every child with access to a broad and balanced curriculum. We recognise that some pupils may have additional needs at some time during their academy life and this policy details the way in which our academy will respond to meet these needs.

Our objectives with respect to supporting children with special education needs and disabilities (SEND) are:

- To ensure that all children are valued equally.
- To ensure that all pupils have access to a broad and balanced curriculum through identifying and overcoming barriers to learning.
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their academy career.
- To ensure that pupils with SEND take a full part in all academy activities.
- To work with families to ensure the best outcomes for children; involving them at all stages of their child's education, reporting on progress and supporting them to understand SEND procedures and practices.
- To promote consistently high expectations and aspirations for pupils with SEND.
- To build an academy environment that develops reflective learners, supporting pupils with SEND to reflect on their learning and contribute to decisions about their support.
- To work collaboratively with outside agencies to access the best support for pupils.

3. Definition and Identification

The Special Educational Needs and Disabilities Code of Practice (2014) provides the following definition of SEN:

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A child of compulsory academy age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream school or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The fields in which children may experience SEND are broadly defined by four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Behaviour is no longer identified as a category of need, as the focus should be on identifying the underlying cause of behaviours exhibited. The purpose of identification is to ensure appropriate support can be identified and provided, not to fit pupils into categories. Our academy seeks to evaluate the needs of the child as a whole, which will include all aspects of the child, not simply the area of identified SEND. This is to ensure that all barriers to learning can be addressed and to provide the best chances of success and achievement for every child.

Many factors may impact on the progress and attainment of children, but not all factors will be considered SEND, these may include:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

4. A Graduated Approach to SEND Support

Assess – Plan – Do – Review

At every stage of support for children, we employ an assess, plan, do and review process. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grow. This may be the class teacher’s own assessment and adaptation of learning within the classroom environment, it may be in collaboration with the Inclusion Leader and families as part of our response to children requiring SEND Support or external agencies. The cycle also enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

High Quality Teaching

First and foremost, children’s needs are met by high quality teaching in all classes. Class teachers are responsible for the learning and progress of children within their class, including those accessing additional support and will continually review progress, attainment and provision to endeavour to meet each child’s needs and ensure access to the curriculum. In addition to this, pupil progress meetings are held every half term, during which attainment and progress are reviewed with the class teacher, Inclusion Leader and a member of the senior leadership team.

Once a pupil has been identified as possibly having SEND, staff will closely monitor them in order to gauge their level of learning and possible difficulties. This will include:

- The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This may be done in consultation with other colleagues, including the Inclusion Leader
- The teacher will fill out a SEND referral form to the Inclusion Leader which follows the assess, plan, do, review process.
- The Inclusion Leader will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through the above steps we will then determine the level of provision needed for the child going forward. This may mean that they are identified as requiring SEND support and will be added to the academy's SEND register.

If a pupil has recently been removed from the SEND register they may also be closely observed and monitored to ensure continued progress, but would no longer be identified as requiring SEND Support.

Families will be informed of each stage of their child's development and the circumstances under which they are being monitored. We also encourage families to share information and knowledge with the academy. If families are concerned about their child's attainment or progress, they should discuss this with their child's class teacher in the first instance. There are also termly opportunities to share any concerns through learning conversations.

SEND Support

If it is decided that a child's needs cannot be fully met through high quality teaching and/or targeted intervention, then we will identify them as requiring SEND support. This will mean that the child is added to our SEND register and they will be receiving support that is additional to and/or different from that of their peers.

Personalised learning targets will be developed in collaboration with the child and their family and appropriate provision will be put in place to support the child in achieving their targets. The teacher will write an Individual Provision Plan (IPP) in conjunction with the parents, which will combine a set of targets, and strategies, which the child will work on for a term. The targets will then be reviewed and progress monitored to write a new IPP as part of the assess, plan, do and review process.

Where it is appropriate, the academy will also draw on the support of external agencies and professionals to ensure the best provision can be made for children.

Application for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Educational Health and Care Needs Assessment process, which is usually requested by the academy, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Leader
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a needs assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[BCP Council - SEND Local Offer](#)

[SENDiass - EHC Needs Assessments](#)

Annual review of an Education, Health and Care Plan (EHCP)

The academy will review each EHCP annually and the Inclusion Leader will invite the child in addition to:

- The child's parent or carer
- The relevant class teacher
- The Head teacher
- Possibly a representative from the LA
- Any other person the LA considers appropriate
- Health care professionals
- Any other person the Inclusion Leader considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to outcomes outlined in the EHCP or statement and IPP;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing EHCP;
- Set new targets for the coming year when the EHCP is to be maintained
- Consider placement setting if pupil is approaching a transition point or anyone present considers that the current setting is no longer meeting the child's needs

5. Managing Provision

Provision is managed by the Class Teacher and the Inclusion Leader depending on the child's need. We offer a variety of provision for children with Special Educational Needs. These include: memory support, Speech and Language Therapy, Nurture Group, social groups, Sensory Circuits, visual perception support and fine motor support.

We also offer writing and spelling interventions, reading, Phonics and maths intervention groups for children that need extra support. There are many resources to help children access learning, for example; writing slopes, pencil grips, individual reward/behaviour systems, time out/calm down areas, sensory bottles and weighted snakes and equipment, practical resources in maths, coloured overlays.

6. Pupil Progress

The progress and attainment of all pupils is monitored on a half termly basis and is reviewed by the Class Teacher, Inclusion Leader and a member of the Senior Leadership Team. In addition to this, the progress of children on the SEND register is monitored and reviewed regularly through on-going review of intervention support provided. This is overseen by the Inclusion Leader, but all those working with children will monitor and reflect on progress, this will include TAs and Class Teachers. Adequate progress is defined as that which:

- narrows the attainment gap between the pupil and their peers or prevents the attainment gap increasing
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves the pupil's previous progress rate
- ensures full curricular access
- shows an improvement in self-help, social or personal skills
- shows improvements in the pupils' behaviour.

7. Exit

Children will be removed from our SEND register when the academy and/or other agencies are satisfied that their progress and attainment is at a level which is considered appropriate to their age group. At this point children will be closely monitored to ensure that progress is maintained.

8. Compliance

We firmly believe in developing a strong partnership with parents and believe that this enables children and young people with SEND to achieve their full potential. The academy recognises the parents' key role in the process and that they have much to contribute as they have a unique overview of the child's needs and the best way to support them.

Likewise, pupils will be encouraged to participate in the decision-making processes affecting them, depending on age and appropriateness. Support will be given to pupils to allow them to engage at

an appropriate level in the process.

The academy will assist families in accessing support from external agencies where this may be appropriate and information relating to Bournemouth's local offer as well as direct contact information for some service is readily available to parents through the academy's website or on request if internet access is not available. <http://www.stjamescebournemouth.com/>

9. Supporting Pupils at School with Medical Conditions

The academy recognises that pupils at academy with medical conditions should be properly supported so that they have full access to education, including academy trips and physical education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.

Whilst a medical condition does not mean a child will automatically be placed on the SEND register, some may experience SEND. In these instances, the child may already have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

Please see our "Supporting Pupils with Medical Conditions" policy for further information.

10. Monitoring and Evaluating Provision

The Inclusion Leader monitors the movement of children within the SEND system in the academy and provides staff and governors with termly summary reports of the impact of current provision and policy. The Inclusion Leader is involved in supporting teachers and in drawing up Individual Provision Plans for children, detailing specific targets and provision.

The senior leadership team holds termly pupil progress meetings with class teachers, which focus on individual children and whole class matters relating to progress. In addition, the Inclusion Leader and the named governor with responsibility for special needs also hold regular meetings. The Inclusion Leader also meet with teachers at the beginning of the year to discuss the needs of the children in the year group so both teachers have an understanding of how children in both classes are best supported.

11. Training and Resources

Training needs are met in a number of ways. These include:

- Internal continuing professional development (CPD) sessions provided to staff to ensure appropriate information is disseminated.
- The Inclusion Leader attend CPD sessions through external providers.
- We run an in house CPD programme for our TAs, ensuring relevant training and information is provided. This occurs weekly.
- Staff have access to online training resources for their own personal CPD.
- Opportunities are taken for relevant CPD to be provided by outside agencies.

We have a variety of resources that staff can draw upon to assist in delivering support to children with SEND. Resources are continually reviewed and updated to reflect the current needs of the children within our setting.

12. Roles and Responsibilities

The role of Inclusion Leader

The Inclusion Leader plays a crucial role in the SEND provision of the academy; this involves working in collaboration with the Head teacher and Governing Body to determine the strategic development of the SEND policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating the provision for pupils with SEND
- Liaising and giving advice to all staff working with pupils' in the academy
- Managing the interventions the TA is delivering to have impact on pupils'
- Overseeing records of pupils with SEND
- Liaising with parents of pupils with SEND
- Making a contribution to INSET
- Maintaining a provision map for pupils with SEND
- Liaising with external agencies, LA support services, health, social services and voluntary bodies.
- Producing relevant paperwork e.g. for EHCP Assessment
- Producing the annual SEND Information Report

The role of the Governing Body

The Governing Body has an important responsibility with regards to pupils with SEND, these include:

- Ensuring that the provision for SEND pupils is made, regularly reviewed and that this is of a high standard
- Ensuring that all staff involved with teaching pupils with a statement (EHCP) are fully aware of this statement.
- Ensuring that SEND pupils are fully involved in academy activities
- Having a regard to the Code of Practice when carrying out responsibilities for pupils with SEND
- Being fully involved in developing and the subsequent review of the SEND policy
- Annually ratifying the SEN Information Report
- Informing parents on the academy's SEND Policy by publication on this policy and the SEN Information Report, on an annual basis, on the academy website

The role of the Head Teacher

The Head Teacher's responsibilities include:

- The day-to-day management of all aspects of the work of the academy, the SEND provision included
- Keeping the governing body well informed of SEND within the academy, in conjunction with the Inclusion Leader.
- Working closely with anyone in the SEND team
- Ensuring that the academy has clear and flexible strategies for working with parents, ones that encourage parental involvement in their child's education

The role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher with regard to Special Needs. The teacher's responsibilities include:

- Being aware of the academy's procedures for the identification, assessment and subsequent provision for SEND pupils
- Collaborating with the Inclusion Leader to decide what action is required to assist the SEND pupil to progress
- Working with the Inclusion Leader to collect all available information on the pupil
- In collaboration with the Inclusion Leader develop IPPs for SEND pupils.
- Working with SEND pupils on a daily basis, delivering the individual programme as set out in the IPP
- Recording the pupil's interventions on Provision Map
- Reviewing the pupil's interventions on Provision map to assess progress
- Developing positive and constructive relationships with parents.

13. Storing and Managing Information

All information is managed and stored in compliance with The Data Protection Act 1998. Please see the DCAT Data Protection Policy for more detailed information.

All documents from health sent to school in relation to the SEND of the pupils are kept in locked filing cabinets in the Inclusion Office. Information stored electronically is on the academy's secure server. Relevant information is shared with the class teacher, support staff and parents where necessary.

Any Child Protection, Child In Need or other Social Care paperwork will be kept electronically. All copies of paperwork will be kept for the number of years specified in the regulations and will remain confidential.

14. Reviewing the Policy

This policy will be reviewed annually. However, interim reviews may be carried out should it be considered necessary in light of any relevant information, including changes in DfE statute and/or guidance.

15. Accessibility

All classrooms and learning areas within the academy are fully accessible. We also have accessible toilets, changing and wet room facilities on the ground floor. The Academy also benefits from a working lift.

See our “Accessibility Policy & Plan” on our website for more information.

16. Bullying

The academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place in our academy, we act immediately to stop any further occurrences of such behaviour.

Please refer to our “Anti-Bullying” and “Positive Behaviour” policies on our website for further information.

17. Complaints

The academy's complaints procedure is outlined in the academy brochure, individual complaints policy as well as on the academy website. A copy of the complaints policy and procedure is available from the academy office for parents and carers upon request and available to download from the academy website.

Please refer to our “Complaints Policy and Procedures” on our website for further information.

The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements and these can be explained to parents if required.

[SEND Code of Practice](#)