

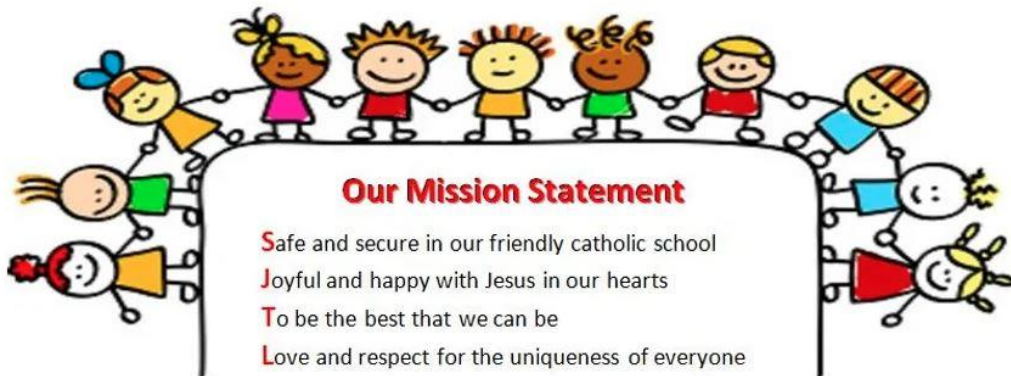
# St. James the Less RC Primary School

## SEND POLICY

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## **SECTION 1**

### **Introduction**

As a caring, Catholic school, St James the Less places a very high emphasis on meeting the varied needs of pupils with SEND. Every teacher in school is a teacher of every child at St. James the Less, including those with SEND, and every teacher aims to achieve the best outcomes for children in their care.

The SEND policy is the most important document that our school develops when determining how we will meet the needs of our pupils with special educational needs. It reflects both the statutory requirements and the actual practice of our school. The guidance that determines what is found in this policy can be found in The Special Educational Needs and Disability Regulations which came into force on the 1<sup>st</sup> September 2014. This policy reflects what parents can expect their child to receive and is available to all parents on the school website (or in paper copy when requested).

This policy should be read alongside other policies including those relating to curriculum, medical needs, equality, anti bullying, marking and feedback, positive behaviour and assessment.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012
- This policy was written by the school SENCO with the SEND governor in liaison with the SLT.

## **SECTION 2**

### **Aims**

At St James the Less RC Primary School we aim to raise the aspirations and expectations for all pupils with SEND so that they reach their full potential. The focus of all support is on positive and measurable outcomes rather than hours of provision/ support. Within a nurturing and supportive environment at SJTL we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

### **Objectives**

- To identify and to use our best endeavours to provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided within the SEND Code of Practice 2014.
- To operate a whole pupil/ whole school approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy.
- To provide support and advice for all staff working with special educational needs pupils.

## SECTION 3

### **Identifying Special Educational Needs**

Pupils will only be identified as SEND if they do not make adequate progress once they have received good quality personalised teaching and appropriate interventions (devised by the SENCO and class teacher and delivered over an agreed time) and have still not made adequate progress.

The Code of Practice describes the 4 broad categories of need:

- 1) cognition and learning
- 2) social, emotional and mental health
- 3) Sensory and/or physical needs
- 4) communication and interaction

The four broad areas give an overview of the range of needs that will be planned for. The purpose of identification is to work out what action is to be taken rather than to fit a pupil into a category. At St. James the Less, we identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- 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 a Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a Serviceman/ woman.

## SECTION 4

### A Graduated Approach to SEND Support

In recording any pupils on our SEND record, our criteria include:

- What quality first teaching has been already carried out. Each class teacher is responsible for providing for all pupils, although further specialist teachers may be needed when first teaching of high quality, followed by appropriate interventions, has limited impact on pupil progress.
- Each class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in response to pupils who have or may have SEND.
- Additional intervention and/or support is not to be used to compensate for lack of good quality teaching.
- Through lesson observations and pupil progress meeting, the Senior Leadership Team at St. James the Less RC Primary School regularly review teaching and quickly identify those pupils at risk of underachievement. Where appropriate, teachers' understanding of how to support vulnerable pupils and their knowledge of SEND is developed through training.
- In order to decide whether to make special educational provision, the class teacher and SENCO will consider all the information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This includes high quality formative assessment, using effective tools and early assessment materials.
- For higher levels of need, our school will draw on support from the Local Authority e.g. the school's educational psychologist.
- Before a pupil is placed on the SEND record, the class teacher and SENCO will have carried out at least one **ASSESS- PLAN – DO – REVIEW** cycle, for example, putting in place at least a term's quality intervention to meet specific identified needs.

**ASSESS** - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning

process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

**DO-** The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW-** The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

- Parents, families and children will be involved at this first stage. The class teacher or SENCO will discuss issues and gather views of families and children in planning the intervention, deciding whether support can also be given at home, reviewing outcomes and deciding next steps.

## **SECTION 5**

### **Managing Pupils' Needs on the SEND Record**

There is now a single category of support, SEND SUPPORT. At St. James the Less, we will:

- Ensure pupil progress meetings take place across school
- Gather pupil's view before inviting family (parent and pupil) into school to review IEP for pupils on SEND record
- Reflect views of teacher, family (parent and pupil) in IEPs (individual education plans). It will state what needs have been identified and how to remove barriers effectively (what works), outcomes to be achieved in an agreed time frame (not more than one term).
- Evaluate IEPs at least every term with families invited for input at the start of each term and where change/ lack of progress during the year.
- Pass evaluations/ outcomes on to the SENCO, following pupil progress meetings each term (undertaken by class teacher and member of SLT).
- Be responsible for maintaining and updating the plan under the guidance of the SENCO.
- Liaise with the SENCO, when pupils continue to make inadequate progress. The class teacher will be responsible for bringing evidence to the SENCO who will arrange for a family meeting and decide next steps (e.g. further support from external agencies).
- Track the provision and cost of support across the school under a provision map.
- Contact the local authority for further guidance where the SENCO identifies that additional funding/ support is needed from the LA. An EHA (Early Help

Assessment) may be completed at this stage, to gather the views of all relevant parties including parents and pupils.

### **Criteria for exiting the SEND Record**

At St. James the Less, we aim for children with SEND Support to make good progress and be removed from the record at an early stage. If, following a pupil progress meeting with a member of the SLT and a class teacher, it is identified that a pupil is now making good progress and no longer requires additional support other than differentiation within class, a pupil may be removed from the record. This decision will be taken by the SENCO and will be shared with the family.

## **SECTION 6**

### Statutory Assessment of SEND

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual plans
- records of reviews with pupils and parents, and their outcomes
- Early Help Assessment (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request

- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

#### Annual Review of the EHC Plan

All Statements/ EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

## **SECTION 7**

### **Supporting Pupils and Families**

Families should refer to the LA local offer (Regulation 53, part 4) which is available on Lancashire County Council's website. The school's SEND Information report is published on the school website. A link is available from the LA local offer site. The SENCO will assist families in accessing further support where required from other agencies and professionals.

The school's admission arrangements are published on the school website (admissions policy).

Where pupils require support to access exams and other assessments, the headteacher is responsible for ensuring that appropriate arrangements are made, within government guidance.

For pupils with SEND, transition across year groups or key stages may need careful planning. The SENCO will take responsibility for ensuring that transition arrangements are in place and are shared with families.

For pupils with medical conditions, guidance can be found under the school's medical needs policy, which is also shared with staff and published on the school website.



## **SECTION 8**

### **Supporting Pupils at School with Medical Conditions**

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

Pupils with Special Educational needs will be admitted to St. James the Less RC Primary school in line with the admissions policy.

## **SECTION 9**

### **Monitoring and Evaluation of SEND**

The SLT will work with the SENCO and with class teachers to evaluate pupil progress at an individual level and also to look at the impact of the school's practice across the school (recorded on the SEND provision map). As part of this evaluation process, the SENCO will consult with parents and pupils (at review meetings). The SENCO and SEND governor will regularly audit SEND provision and report to governors through the curriculum committee. Identified areas for improvement will then be reflected in this policy and in practice and provision within school.

## **SECTION 10**

### **Training and Resources**

SEND is funded through the school budget. The training needs of staff are identified as part of the appraisal process along with the development of the school improvement plan. This may be a reflection a range of monitoring and evaluation tools including analysis of school data, lesson observations and work scrutiny. Training and development is recognised as an important part of continual school improvement at St. James the Less.

All staff (teachers and support staff) undertake an induction process on taking up post and this includes a meeting with the SENCO to explain systems and structures in place around the school's SEND provision and practice and also to discuss the needs of individual pupils.

The school's SENCO regularly attends Lancashire's SENCO network meetings in order to keep up to date with local and national issues in SEND.

## **SECTION 11**

### **Roles and Responsibilities**

The SEND Governor meets on a termly basis with the SENCO. A SEND report is made to Governors each term. The SEND Governor's role is to ensure that the procedures outlined in this policy are in place across school. All support staff in school support pupils with SEND, under the guidance of the class teacher. The SENCO is responsible for ensuring that support staff receive suitable training to support children in their class. The head teacher is the DSL with specific Safeguarding responsibility. The SENCO/DHT is the deputy DSL. The head teacher is responsible for managing pupil premium and Looked After Child funding. The head teacher is also responsible for meeting the medical needs of pupils.

## **SECTION 12**

### **Storing and Managing Information**

Documents are stored in a locked cupboard in the office.  
Documents are stored in line with Government guidance.

## **SECTION 13**

### **Reviewing the policy**

This policy will be reviewed by the SEND governor and SENCO on an annual basis, in line with NASEND guidance.

## **SECTION 14**

### **Accessibility**

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement these plans. St. James the Less has produced an accessibility plan. Through parents, pupil and staff discussion, along with SLT monitoring and evaluation of progress, the school identifies barriers to learning and these are reflected in the school improvement plan, which details how to remove barriers. Where disabled pupils are on roll, the school will seek to actively increase and promote their access to the school curriculum and the wider curriculum, including after school clubs and school visits. The physical environment will be carefully considered and adapted where possible and as appropriate. Disabled pupils may require improved delivery of written information e.g. enlarged text for visually impaired pupils. St. James the Less operates an open door policy, where parents can

contact key staff at any time. To do so, contact should be made through the school office. Appointments can generally be made at very short notice.

## **SECTION 15**

### **Dealing with complaints**

At St. James the Less, parents are encouraged to bring any concerns to the class teacher or SENCO at an early stage. If concerns are not satisfactorily dealt with, parents should then arrange a meeting with the head teacher. The school complaints policy, published on the school website and available from the school office, details how parents can make a formal written complaint.

## **SECTION 16**

### **Bullying**

St. James the Less RC Primary School has a school anti-bullying policy which is regularly evaluated and reviewed. Through close contact with parents and by promoting an open, caring and inclusive ethos which promotes Gospel values, St. James the Less mitigates the risk of bullying of vulnerable pupils. The whole school is educated through assemblies, prayer and worship and RE lessons about how to be an inclusive and supportive community. Pupils' resilience and independence is promoted through a carefully planned and enriched curriculum including visits and extra-curricular activities.

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