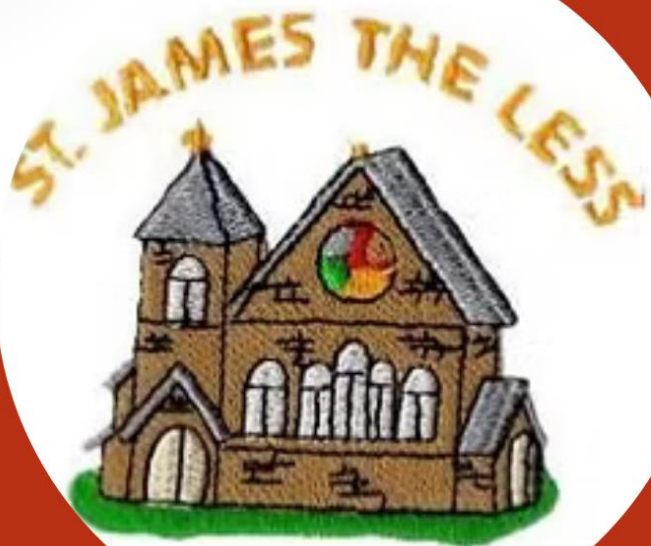


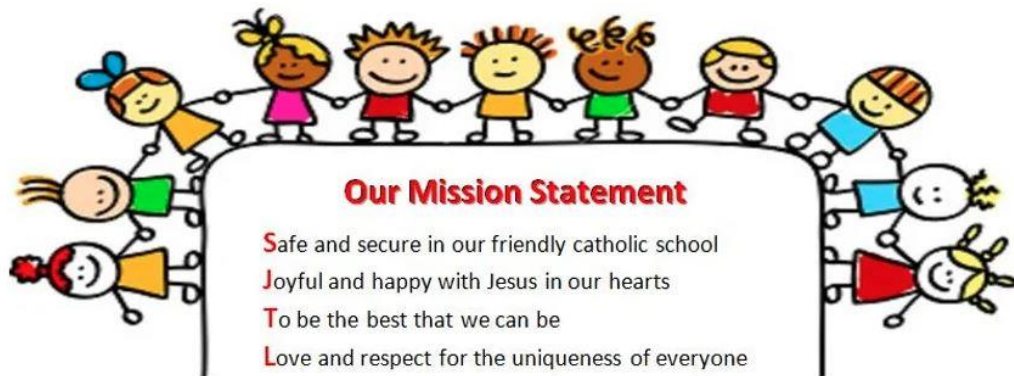
# SEND POLICY

2025-26



[www.stjamesthelessschool.co.uk](http://www.stjamesthelessschool.co.uk)

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### Introduction

As a caring Catholic school, St James the Less is deeply committed to meeting the diverse needs of pupils with Special Educational Needs and Disabilities (SEND). Every teacher at St James the Less is responsible for the education of all pupils, including those with SEND, and is dedicated to ensuring the best possible outcomes for every child in their care. We warmly welcome all members into our school community and place the highest importance on the value and inclusion of every individual.

### Compliance

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

- Equality Act 2010
- Children and Families Act 2014
- SEND Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014

This policy was written by the school SENCO with the SEND governor in liaison with the SLT.

## Definitions

The following definitions and principles have been carefully considered and incorporated to ensure compliance with the aforementioned legislation and guidance.

The SEND Code of Practice states:

'A child or young person has SEN 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 or mainstream post-16 institutions.'

The Equality Act 2010 states that a disability is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

## 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. 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.
- Enable pupils with special educational needs to make the greatest progress possible.
- Ensure equal access to all aspects of school life through academic, social and practical experiences. This allows all children to experience success regardless of SEND or any other factor that may affect their attainment.
- Maintain clear and effective communication to ensure that all stakeholders, including parents and carers, are

- fully informed of each pupil's progress and the special educational provision in place to support them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Provide support and advice for all staff working with special educational needs pupils.
- Consistently develop expertise in using inclusive teaching and learning strategies.
- Provide a Special Educational Needs Co-ordinator (SENDCO) to oversee the maintenance of accurate records, monitor pupil progress, and ensure effective provision for pupils with SEND.

### Identifying Special Educational Needs

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

It is essential that all staff understand that limited progress or low attainment does not automatically indicate that a pupil has Special Educational Needs or Disabilities (SEND), and these factors alone will not result in a pupil being recorded as having SEND. However, we recognise the importance of early identification. Therefore, teaching and support staff will complete an 'Initial Concern Form', developed by the SENDCO, to document discussions with parents, the implementation of Quality First Teaching (QFT) strategies, and the evaluation of their impact.

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 early identification is to identify 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.

## Special Educational Provision

Teachers are responsible and accountable for the progress, development, and well-being of all pupils in their class, including those with special educational needs and disabilities (SEND). High-quality, inclusive teaching—adapted to meet individual pupils' needs—is the first and most important step in responding to pupils who have, or may have, SEND.

At St James the Less Primary School, the graduated approach begins at a whole-school level. Teachers continually assess, plan, implement, and review their teaching strategies to ensure that every pupil receives appropriate support and challenge. Ongoing monitoring of pupil performance enables teachers to identify emerging needs at an early stage and to adapt teaching accordingly. Parents and carers are kept fully informed and involved throughout this process.

Where a potential special educational need is identified, this graduated approach becomes increasingly personalised and targeted, involving more specific assessment, intervention, and review in collaboration with the SENDCO and, where appropriate, external professionals.

## **Individual Education Plans (IEPs)**

Pupils who require support that is additional to, or different from, the provision made for the majority of their peers may be placed on the school's SEND Register and will have an Individual Education Plan (IEP). The IEP outlines each pupil's specific needs, the additional teaching strategies or interventions in place, and the intended outcomes to help secure sustained progress.

IEPs are written and regularly reviewed by the class teacher, with input and guidance from the SENDCO as appropriate. In line with the principles of the Children and Families Act (2014), the views of the pupil and their parents or carers are sought and valued throughout the process. This collaborative approach ensures that pupils and their families play an active role in decision-making and in shaping the strategies used to support learning and development.

Each IEP includes SMART targets (Specific, Measurable, Achievable, Relevant, and Time-bound) that are broken down into small, manageable steps. These targets are designed to be closely monitored, evaluated, and adapted as necessary to ensure continuous progress. At St James the Less Primary School, we maintain high expectations for all pupils, including those with SEND, and this is reflected in the ambition of each IEP target.

The special educational provision outlined in each IEP follows the **four-part cycle** of:

**ASSESS** - The teacher will consider all of the information about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. This may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. 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** - This stage will likely involve the SENDCO alongside the class teacher who will formulate a plan to provide appropriate provision which is clearly communicated to all parties involved. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will have a copy of the plan which will include the targets, actions, 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 by class teacher in accordance with the SEND Code of Practice (2014) and progress monitored using the school's assessment systems. Progress may be measured through assessment scores and/or through qualitative observations. It is essential that teachers work closely with all stakeholders (support staff and specialist teachers included) to deliver the plan effectively.

**REVIEW-** The progress of the pupil will be reviewed each term or at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils,

parents and the class teacher and or SENDCO should take place at least termly.

Where there is little or no improvement in a pupil's progress despite the implementation of an Individual Education Plan (IEP) and high-quality targeted support, the school, with the agreement of parents or carers, may seek further specialist assessment. External professionals may be engaged to help identify specific areas of need and to provide recommendations for additional support or intervention.

According to the *SEND Code of Practice (2014)*, there are four broad areas of special educational need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

The school may seek advice and assessment from a range of external agencies, including (but not limited to):

- The Educational Psychology Service
- Speech and Language Therapy Service
- Child and Adolescent Mental Health Services (CAMHS)
- Lancashire SEND Traded Team
- Specialist schools or outreach service

### Education, Health and Care Plans (EHCPs)

When it is identified that a pupil requires provision that is additional to or different from that made generally for other pupils, the SENDCO will record the pupil as receiving SEND Support. An Individual Education Plan (IEP) will be developed collaboratively by the class teacher and SENDCO, in consultation with parents and carers. The IEP will be reviewed termly to evaluate progress, update targets, and determine next steps.

If a pupil's needs are complex and long-term, and cannot be met through the school's SEND Support arrangements, the SENDCO will, with parental consent, initiate a formal assessment through the Local Authority. This process is informed by an Early Help Assessment (EHA) and Team Around the Family (TAF) meeting.

Where the Local Authority determines that additional resources or support are required to meet the pupil's needs,

an Education, Health and Care Plan (EHCP) will be issued. The EHCP outlines the specific provision and support needed for the pupil to achieve their outcomes. An annual review of the EHCP will be held in partnership with the Local Authority, parents, and any relevant external agencies. Any amendments to the EHC Plan will be recorded and submitted to the Local Authority Inclusion Team to ensure that the EHCP is updated accordingly and remains an accurate reflection of the pupil's current needs, provision, and agreed outcomes.

The SENDCO coordinates all SEND processes and maintains accurate records of interventions, expected outcomes, and pupil progress through provision mapping. This information is reviewed regularly to ensure that support remains effective and responsive to individual needs.

### 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 through appropriate scaffolds 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.

### Supporting Pupils and Families

At St James the Less Primary School, we greatly value the vital role that parents and carers play in supporting their child's education. We recognise and respect their contributions and ensure they are fully informed and involved at every stage of the SEND process.

When it is identified that a pupil may have special educational needs, we will hold an early discussion with the pupil and their parents or carers. These discussions will ensure that:

- Everyone develops a clear understanding of the pupil's strengths and areas of difficulty.
- Parents' views, insights, and concerns are taken fully into account.

- All parties understand and agree on the desired outcomes for the child.
- Clear next steps and actions are identified and understood by everyone involved.

A record of these discussions will be added to the pupil's file and a copy will be shared with parents.

Parents will be formally notified when it is decided that their child will receive SEN support. They will also be signposted to the school's SEND Information report and LA local offer on the school website. The SENCO will assist families in accessing further support where required from other agencies and professionals.

### 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. Details on how we further support pupils with medical conditions can be found in the school's Managing Medicines policy online.

### Admissions and Accessibility

Information on the admissions procedure is detailed in the school's admissions policy on the website.

St James the Less is committed to meeting the individual learning needs of every child, while recognising that some pupils may require additional or different provision to ensure full access to all areas of the curriculum. We welcome all pupils and expect that the needs of the majority of pupils will be met through quality first teaching and the school's existing provision.

In line with the principles of inclusion and the Equality Act (2010), the school actively promotes an inclusive environment and makes reasonable adjustments wherever possible to remove barriers to learning. Our aim is to ensure that pupils with Special Educational Needs and/or Disabilities (SEND) are supported to participate fully in school life and achieve positive outcomes alongside their peers.

Our school is committed to providing an inclusive and accessible environment for all members of the school community. The site includes designated disabled parking in the staff car park, wheelchair access via the main entrance, handrails on the ramp linking Key Stage 2 to the rest of the school, and accessible toilet facilities. 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.

### Safeguarding Pupils with SEND

The school recognises that pupils with Special Educational Needs and/or Disabilities (SEND) may be at greater risk of abuse and neglect. This increased vulnerability can arise from a range of factors, including difficulties with communication (particularly for non-verbal pupils), limited understanding of what constitutes abuse, a higher level of dependence on adults for personal care, social isolation, or a need for intimate care.

We are therefore committed to maintaining a high level of vigilance in safeguarding pupils with SEND. Staff are trained to recognise potential indicators of abuse or neglect and to report any concerns promptly in line with the school's Child Protection Policy and Safeguarding Policy. All staff working with pupils with SEND are aware of their additional vulnerabilities and receive ongoing training to help them identify and respond appropriately to signs of concern.

Positive relationships with families are central to our safeguarding approach. The SENDCO maintains regular contact with parents and carers and operates an open-door policy for discussing any concerns related to pupils on the SEND register.

Every pupil with SEND has access to a named trusted adult within the school to whom they can speak if they have worries or concerns. Additional communication aids and opportunities are provided where needed to ensure that all pupils can express themselves and be heard. We actively seek pupils' views and take their wishes into account when planning support and interventions.

All pupils with SEND receive high-quality teaching in Personal, Social, Health and Economic (PSHE) education and Relationships and Health Education (RHE). These lessons include learning about personal safety, consent, and how to

seek help. Pupils with SEND are not withdrawn from PSHE or RHE lessons for intervention purposes, ensuring equal access to this essential safeguarding education.

### Enabling pupil with SEND to engage in all areas of school life

The school is committed to ensuring that all pupils, including those with Special Educational Needs and/or Disabilities (SEND), have equal access to the full range of school activities. This includes extra-curricular clubs, educational visits, and before- and after-school provision.

All pupils are encouraged to participate in school trips and special events, and reasonable adjustments are made to accommodate individual needs wherever possible. The school works closely with parents, carers, and relevant professionals to plan and implement appropriate support to enable inclusion in these experiences.

We actively promote participation in all aspects of school life, including sports days, performances, special events, and visits from external providers. No pupil is excluded from taking part in any activity because of their SEN or disability.

### Transition

At St James the Less, we recognise that smooth transitions at any stage of a child's education is of paramount importance. Therefore, we are committed to liaising with appropriate stakeholders to ensure a supportive transition, particularly for those children with special educational needs and/or disabilities (SEND).

When a pupil transfers to secondary education, transition meetings are held during the summer term with staff from the receiving school to ensure the sharing of relevant information and support strategies. Where appropriate, additional visits to the secondary school and opportunities to attend a Summer School may be arranged to support a smooth transition. Pupils' views are valued and, where appropriate, will be sought and considered when setting learning targets and planning transition support.

### Training and Resources

The needs of pupils requiring SEND provision are carefully considered in consultation with the Headteacher. Appropriate measures are implemented to ensure that these needs are effectively met. This may include adjustments to class organisation and size, the involvement of external support services, or the provision of specialist equipment and resources.

Key resources to support pupils with SEND are identified, sourced, and ordered as required. Support staff are deployed strategically and flexibly to ensure the most effective use of expertise and to best meet the individual needs of all pupils with SEND.

The SENDCO plans and budgets for regular professional development opportunities, including INSET and twilight sessions, for all staff. Where necessary, external specialists are engaged to deliver training that enhances staff knowledge, skills, and confidence in supporting pupils with SEND.

The SENDCO also attends termly cluster meetings to remain fully informed of local and national developments in SEND, ensuring that the school's provision continues to reflect current best practice and statutory guidance.

### Roles and Responsibilities

#### SENDCO

The SENDCO is responsible for the strategic and operational management of SEND provision across the school. Key responsibilities include:

- Overseeing the day-to-day implementation of the school's SEND policy.
- Coordinating and monitoring provision for pupils with SEND to ensure their needs are effectively met.
- Liaising closely with parents and carers of pupils with SEND to foster positive partnerships and ensure effective communication.
- Working collaboratively with external agencies and professionals to secure appropriate support and guidance for pupils.
- Ensuring that accurate and up-to-date records are maintained for all pupils with SEND.
- Acting as the lead professional for Early Help Assessment (EHA) and Team Around the Family (TAF)

meetings, including coordinating the planning, monitoring, and evaluation of support plans.

The SENDCO is employed to lead and coordinate all aspects of SEND provision within the school, ensuring compliance with statutory requirements and promoting best practice in inclusive education.

### SEND Governor

The SEND Governor plays a vital role in ensuring that the school meets its statutory responsibilities for pupils with special educational needs and disabilities. Key responsibilities include:

- Promoting awareness and understanding of SEND matters within governing board meetings.
- Monitoring and evaluating the quality, impact, and effectiveness of SEND and disability provision across the school, and reporting findings to the full governing body.
- Working in partnership with the Headteacher and SENDCO to support the strategic development of the school's SEND policy and provision.

The SEND Governor ensures that the governing body fulfils its duty to secure high-quality, inclusive education and positive outcomes for all pupils with SEND.

### Headteacher

The Headteacher has overall responsibility for ensuring that the needs of pupils with special educational needs and disabilities (SEND) are met effectively across the school. Key responsibilities include:

- Working collaboratively with the SENDCO and SEND Governor to determine the strategic development of the school's SEND policy and provision.
- Having overall accountability for the quality of SEND provision and the progress and attainment of all learners with SEND and/or disabilities.
- Ensuring that appropriate systems, staffing, and resources are in place to support pupils with SEND in line with statutory requirements and the school's inclusive ethos.
- Acting, alongside the Deputy Headteacher and SENDCO, as the Designated Safeguarding Lead (DSL), with

responsibility for safeguarding and for overseeing the school's duties in meeting the medical needs of pupils.

The Headteacher ensures that SEND provision remains a core priority within the school's strategic vision and day-to-day practice.

### **Class teacher**

Each class teacher is responsible for the progress, development, and overall well-being of every pupil in their class, including those with special educational needs and disabilities (SEND). Key responsibilities include:

- Taking direct responsibility for the progress and attainment of all pupils in their class, including those receiving additional support.
- Working closely with teaching assistants and any specialist staff to plan, deliver, and evaluate the impact of targeted support and interventions, ensuring these are effectively integrated into high-quality classroom teaching.
- Collaborating with the SENDCO to review the progress and development of pupils with SEND and to agree on any necessary adjustments to provision or support.
- Implementing and adhering to the school's SEND Policy, ensuring inclusive teaching practices are consistently applied.

Class teachers play a central role in ensuring that all pupils, including those with SEND, receive the support and opportunities they need to achieve their full potential.

### **Storing and Managing Information**

Paper documents are stored in a locked cupboard in the office and the school uses CPOMS to securely record further records in relation to pupils with SEND.

Records are stored in line with current guidance and our data handling policy.

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

The SLT will work with the SENDCO 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 SENDCO and/ or class teacher will consult with parents and pupils at review meetings. The SENDCO 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.

### Implementation and review

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

### Dealing with complaints

At St. James the Less, parents are encouraged to bring any concerns to the class teacher or SENDCO 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.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

Updated November 2025 in consultation with SEND Governor