



ST JAMES' RC PRIMARY SCHOOL'S SEND POLICY

This policy has the school values at its heart:

**Faith in action,
Working together,
Walking in the footsteps of Christ**

Our Vision is:

Share our love of God every day in all that we learn, do and say.

SENCO - Joanne Richards (NASCO November 2019) - 0208 467 8167

Introduction

St James' RC Primary School is an inclusive school. All pupils, regardless of their specific needs, will be offered teaching and learning experiences which will enable them to make the best possible progress and feel that they are a valued member of the school community. The support provided will be tailored to individual need following thorough assessment by staff or external agencies and specialists. It is designed to promote pupils working towards becoming independent and resilient learners.

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the Head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. Every teacher is a teacher of every child including those with SEND. The special needs provision made by the school is a process which is strongly rooted in partnership with parents.

Status of the policy

This policy is an agreed statement of our intentions and commitment to children with Special Educational Needs and Disabilities at St James' RC Primary School. It was developed during the

spring term 2024 through a process of discussion with the staff and governors. It was approved by the Governing Body in spring 2024 and will be reviewed in spring 2025, or sooner if required. All staff have received a copy of the SEND policy and will be informed should any amendments be made. The impact of this policy will be regularly evaluated.

Compliance

This policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to the following guidance and documents: -

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Accessibility Plan
- Teachers Standards

Aims

Our aims are:

- For all children to be successful; to achieve to a high standard and to progress at a consistent rate.
- To build pupil self-confidence and self-belief by presenting the curriculum in an appropriate way to suit the needs of all children.
- To provide carefully planned support that does not undermine independence or resilience.
- To enrich and enhance the social and emotional well-being of all children.

Our objectives are:

1. To identify and provide for pupils who have a Special Educational Needs and Disabilities or an additional need.
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs through high quality teaching.
4. To ensure that pupils with special educational needs and disabilities join in with all the activities of the school.
5. To work in partnership with parents to develop effective support and provision for their children.
6. To provide support, advice and training for all staff working with pupils who have Special Educational Needs and Disabilities.
7. To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of learners.

SECTION 2 - Identifying Special Educational Needs and Disabilities

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

Children have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them above and beyond what is ordinarily available. A child of compulsory school 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 schools or mainstream post-16 institutions.

Children 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At St. James' we recognise the importance of early identification and aim to identify children's special educational needs as early as possible. The skills, knowledge and understanding of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child are considered, not just the special educational needs or disability of the child.

Identification and Assessment:

Children's needs should be identified and met as early as possible through:

- Analysis of data including on entry profiles, Foundation Stage Profile scores, reading ages, whole school progress data and non-statutory assessment at KS1.
- Classroom based assessment and monitoring, including observation of children in class or at play.
- St James' operates an 'open door' policy and encourages parents to share concerns they may have regarding their children.
- Following up parental concerns in a timely manner.
- Early discussion and engagement of parents and families where school identifies a need.
- Tracking progress over time.
- Liaison with feeder preschools/nurseries on transfer to Reception class.
- Information from previous schools for midyear transfers.
- Undertaking commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Information from other services and professionals who children may be referred to by the school with parental permission.
- Continual professional development for staff in the identification of needs in children.

At St. James' we have a rigorous system for monitoring progress across the school. Children are formatively assessed during each lesson and summatively on a termly basis. Teachers meet with the Head teacher and SENCO on a termly basis to discuss the progress of each child so that appropriate strategies can be put in place. If a child causes concern before the termly meeting then of course strategies can be put in place more quickly. This system not only identifies pupils who are not making expected progress in the academic subjects but may also include the identification of difficulties in other areas, such as social skills.

Parents are always consulted as soon as a need is identified and their permission is requested should a referral be necessary.

Occasionally children present with challenging behaviour. This is not a special educational need however the underlying reason for the child's behaviour may be. At St James' we apply consistency in respect of expectations for behaviour but we also apply flexibility in the way we secure those expectations. Teachers will liaise with parents, the Head teacher and SENCO to discuss the behaviour and work together to support the child in changing their behaviour. It may be appropriate to seek advice from external agencies such as Bromley Children's Project or Bromley Wellbeing Service.

The school also recognises that other factors may influence a child's progress and attainment, but this does not necessarily mean that the child has a Special Educational Need. Other factors might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress;
- Attendance and punctuality;
- Health and welfare;
- English as an additional language;
- Being in receipt of Pupil Premium grant;
- Being a Child Looked After;
- Being a child of service personnel;
- Safeguarding concerns.

Promoting social, emotional and mental well-being

At St. James' we know that children need to feel valued, confident and secure to make maximum progress in their learning. We are committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. These include:

- Playground buddies;
- Play leaders;
- Wellbeing ambassadors;
- Listening Ear;
- Social skills activities/groups;
- Drawing therapy;
- Writing therapy;
- Character Education;
- PSHE/RHE curriculum;
- Forest school;
- Extra-curricular clubs.

SECTION 3 - A Graduated Response to SEN Support

Class Teachers are responsible and accountable for the progress and development of all of the pupils in their class. High quality teaching, scaffolded for individual pupils, is the first step in meeting the needs of any pupil who has or may have Special Educational Needs. Approaches may include:

- Scaffolding how work is presented to pupils.
- Scaffolding how pupils may record their work – diagram, using ICT, voice recording, photographs, scribe.
- Incorporating children's individual resources into daily classroom life – writing slopes, pencil grips, work stations/barriers, headphones, fidget toys, wobble cushions, laptops, neos.

- Providing children with personal prompts – task organiser, picture prompts, diagrams, models.
- Occasional adult support from additional classroom assistants allocated to the class.
- Small group interventions outside of the lesson.

Teachers highlight any concerns they may have to the SENCO who engages advice and support from experienced staff within the school and from outside agencies as necessary. CPD is organised as required.

Before special educational provision is made, the SENCO and Class Teacher consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet pupils' needs. The SENCO may offer advice about effective teaching and learning strategies and interventions that can help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

The following format is implemented:

Assess: If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENCO may take place.

Plan: Interventions based on the outcome of assessment are planned. Targets for interventions are 'SMART' so the effectiveness of the intervention can be monitored.

Do: Interventions are delivered by appropriately trained staff. Support may take the form of additional in-class provision or an intervention group to address a particular need.

Review: The effectiveness of the intervention will be monitored regularly by the class teacher and SENCO. Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

Interventions may include:

- Booster groups for phonics, reading and maths;
- Pre learning opportunities;
- Social skills groups;
- Fine/gross motor skills groups;
- Play therapy;
- Individual tailored therapy such as Speech and language therapy;
- Targeted individual support from additional adults within the class.

If, despite support, children fail to meet the required progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEND register, in formal consultation with parents. Referrals to outside agencies may be made at this stage if not already in consultation.

SECTION 4 - Managing Pupils on the SEND Register

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the child has been placed on the SEND register. The SENCO, in consultation with the Class Teacher, pupil and parents will draw up an Individual Support Plan (ISP). The ISP will use the following format:

Assess: The plan will detail the assessments carried out, identify strengths and barriers to learning and any references to external agencies that may be involved.

Plan: Advice and recommendations will be incorporated into the individual plan and provision which is drawn up during a meeting with the SENCO/Class Teacher and parents each term.

Do: Targets and appropriate interventions are put in place, following recommendations and are time limited. It may be appropriate to break longer term targets from professionals down into shorter term targets.

Review: The effectiveness of the support and interventions are reviewed on a regular basis and adapted as necessary and further advice sought as required. Reviews take place at the start of each term with Parents, class teacher, SENCO and Head Teacher.

All interventions are planned and monitored by the class teacher and delivered by staff who have had appropriate training. Records of interventions are kept. The effectiveness of interventions is regularly monitored on a termly basis, or more frequently for certain interventions. Individual pupil targets are assessed as part of the school's cycle of progress monitoring.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available through Funded Inclusion Plans (offered by local authority) and Educational Health Care Plan applications. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Thresholds for funding are related to need and can be found in the Bromley Banded Funding Guide. Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority. The application for additional resourcing will be discussed with parents before and during the process as it can be a long and involved process. Pupils with an ECHP will have access to all arrangements for pupils on the SEND register and in addition to this will have an Annual Review for their plan.

SECTION 5 - CRITERIA FOR EXITING THE SEND REGISTER

- When a pupil demonstrates a rapid increase in their learning and meets the expectations for their age group without the need for additional support.
- When the child is no longer of concern regarding their need (typical of SCLN or SEMH needs).
- Resourcing above and beyond what is ordinarily available is no longer required.
- Parental request.

A child may progress with their learning but still have a diagnosis. In this instance a child will remain on the register in order to enable the school to manage their diagnosed need effectively. Teachers, pupils and parents are consulted before a child is removed from the register.

SECTION 6 – SUPPORTING PUPILS AND FAMILIES

The child and their family are integral to all SEND support, and the school will work to maintain close and regular communication. This may take the form of scheduled meetings, impromptu meetings, emails or contact books. Where contact books are used, discussion will take place with families as to the desired form, information contained within and the regularity of use.

The London Borough of Bromley is ultimately responsible for the SEND provision in Bromley. The Bromley Local Offer which gives information about services and support available to families and school can be found:

<http://bromley.mylifeportal.co.uk/lbb-local-offer>

See St James' website for further information relating to:

- School's SEND Information Report;
- School's policy for managing medical conditions;
- Admissions;
- Transition.

Children with SEND are supported through statutory assessment via suitable 'access arrangements'. These are decided by the class teacher in consultation with the SENCO.

Other agencies that may be involved in supporting children and their families are:

- Bromley Children's Project;
- Bromley Wellbeing Service – as access point to CAMHS;
- Community paediatrics;
- IASS – Information Advice Support Service;
- Educational psychology;
- Occupational therapy;
- Speech and Language;
- Social services;
- Griffin Vision team;
- School nurse.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises 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.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Children in school with medical conditions will have an Individual Health Care Plan created by the SENCO, parents and medical professionals which will state the condition, what is needed in order to support that condition, what the school will do to facilitate this and what parent's contribution will be. This will be reviewed on an annual basis or sooner if the medical condition changes.

SECTION 8 - MONITORING AND EVALUATION OF SEND PROVISION

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits and sampling of parent, pupil and staff views. Lessons are observed and pupil's work is scrutinised.

The school undergoes an active process of continual review and improvement of provision for all pupils, which is regularly reviewed and challenged by the Governing Body. There is a section for SEND in the school's SDIP.

The SENCO provides termly and annual reports to Governors describing pupil progress and attainment, the quality of provision within the school, training received by staff and areas for development.

The SEND governor meets with the SENCO.

SECTION 9 - TRAINING AND RESOURCES

SEND is funded from the Notional SEND budget allocated to all schools, based on prior school attainment and free school meals. Additional funding is available from the LA where it can be demonstrated that a pupil requires a higher level of support beyond that which is ordinarily available.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities. The SENCO or Deputy Head may signpost staff to training courses.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place and the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCO regularly attends SENCO Forums in order to keep up to date with local and national updates in SEND. The SENCO also attends local Umbrella Trust cluster group meetings in order to share good practice. The SENCO continues to engage in professional development in relation to conditions, strategies, research initiatives and disseminates this to staff.

SECTION 10 - Roles and Responsibilities

The SEND Governor – Mary Hutchinson (also Chair of Governors) – is responsible for holding the SENCO and LMT to account for provision and outcomes for SEND pupils. They work with the Head teacher and SENCO in the strategic development of SEND provision within the school.

Class Teachers – are responsible for the teaching and learning of all pupils in their class including those with SEND. They are responsible for the early identification of needs and in implementing support for those needs. They ensure that advice from outside agencies is incorporated into everyday teaching through High Quality Teaching Principles and that appropriate intervention is provided for. They will seek advice and support when necessary. They communicate effectively with parents of children with SEND.

The SENCO – Joanne Richards - is responsible for holding teachers to account for the provisions for children in their class with SEND. Together with class teachers and Head teacher they monitor progress and outcomes for children. They engage the support of outside agencies and maintain communication with parents. They offer advice and support to colleagues in identifying and

managing SEND. They remain up-to-date with statutory documentation, news and research with regards to SEND.

Teaching Assistants and Individual Support Assistants are line managed by a member of LMT. Class teachers liaise closely with additional adults allocated to their class in order to support pupils effectively. TAs may lead intervention groups depending on their training. Class teachers provide clear targets for these interventions, which are reviewed termly.

Designated Safeguarding lead – Lisa Weeks (Head Teacher)

Deputy Safeguarding Leads – Michelle Wilson (Deputy Head) & Joanne Richards (SENCO/KS1 Leader)

Adult responsible for Pupil Premium and Looked After Children – Lisa Weeks (Head Teacher)

Medical Needs manager – Mrs Patel/Mrs Lams

SECTION 11 - STORING AND MANAGING INFORMATION

All documentation pertaining to pupils with SEND is stored in accordance with DATA Protection guidelines. Pupil SEND files are stored in a locked filing cabinet in the SEND room. The room is locked and in clear view of the office staff when in use. A locked cabinet in the Head teacher's office is used to store safeguarding information. Safeguarding and SEND information is transferred to new schools when a child leaves. The school uses CPOMS to record all safeguarding concerns.

The Confidentiality Policy is part of the Staff handbook.

SECTION 12 - REVIEWING THE POLICY

This policy will be updated in line with any new developments in the school and/or any new government guidance. This Policy will be renewed annually. It was last reviewed in spring 2024 and it will next be reviewed in spring 2025.

This statement of policy was approved by the Governing Body at their meeting on: -

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)

SECTION 13 - ACCESSIBILITY

Please refer to Equality and disability policy and the Accessibility Plan on the school website.

Statutory Responsibilities

In accordance with the Disability Act 2001 Local Authorities and schools were instructed to make their schools accessible for disabled pupils. At St. James' we have installed slopes with hand rails in order to ensure accessibility. We have also installed a disabled toilet. Parents who require disabled parking use the rear of the school. The school puts social skills prompts in every class. It ensures that

dyslexia resources are available for pupils as needed. These include coloured writing paper, coloured reading guides, computers and mini word processors. We have sound systems in the hall and in the Y6, Y5 and Y4 classes. Our current plan is to increase the number of classes that have access to the sound system, make the school house more accessible and allocate a disabled parking bay. The school adapts homework and the presentation of homework as required.

Parents are welcome to meet the class teacher, Head Teacher or SENCO whenever they are on the playground at the end of the day. Parents are asked to catch teachers at the end of the day or make an appointment at other times in order to ensure that a full and proper discussion can be held. The Head teacher holds a surgery every week, where parents are able to speak to her without an appointment.

Parents may request paper copies of newsletters and other communications, or that they be presented in another language.

SECTION 14 – COMPLAINTS

Please refer to the Complaints Procedure which can be found on the school website.

SECTION 15 – BULLYING

The school recognises that children with SEND may be at heightened risk of bullying. The school aims to limit this risk by maintaining an inclusive, informative culture. Diversity is celebrated. Children are encouraged to take ownership by organising assemblies and awareness days that relate to their SEND.

Please refer to the following policies that can be found on the school website:

- Anti-bullying policy
- On-line safety policy
- Behaviour policy
- Safeguarding policy

SECTION 16 – LINKED POLICIES

The following policies can be found on the school website:

- Safeguarding
- Teaching and Learning
- Assessment and Recording
- Anti-bullying
- Behaviour
- Medicines
- Transition
- Equality