



CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY

Special Educational Needs & Disabilities (SEND) Policy



September 2022



Special Educational Needs & Disabilities Policy

This policy is a statement of the aims, principles and strategies to ensure effective and efficient provision for all children with Special Educational Needs & Disabilities (SEND) at Crigglestone St James CE Primary Academy.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

The aim of this policy is to ensure that:

- children who may have SEND are identified as early as possible;
- provision and progress is monitored and reviewed regularly;
- children with SEND are given access to a broad, balanced curriculum, meeting wherever possible, the requirements of the National Curriculum;
- school liaises with external agencies in order to obtain their support and advice;
- any strategies undertaken in school to meet the needs of children are recorded and evaluated;
- school provides materials and resources to meet the needs of children with SEND and ensures these are kept up to date;
- parents are involved at every possible opportunity and are kept up to date with information about their child;
- children are encouraged, wherever possible, to participate in decision making and contribute to the assessment of their needs, the review and transition processes.

Definitions

Children have special educational needs if they have a barrier to learning which calls for special educational provision to be made for them whether their personal barriers are deemed to be of a temporary or more ongoing nature.

Children have a learning difficulty if they: a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority.

Educational Inclusion

In our school, we aim to offer excellence to all our children whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

It is the responsibility of the class teacher to ensure that the needs of children with SEND in their class are met. In order to achieve this, class teachers are responsible for planning and resourcing work that will ensure children



have access to lessons. Effective communication is paramount in meeting the needs of children with SEND. Class teachers are responsible for communicating planning and providing resources to adults who support children with SEND. This will usually be on a lesson-by-lesson basis, which will ensure that adults are in a position to effectively support the child.

Categories of SEND:

Here are St James we support children with a range of needs including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, physical difficulties
- Moderate/severe/profound and multiple learning difficulties
- Medical needs
- Physical Difficulties

Identification

Early identification of a child with SEND is vitally important. Initial concerns may be registered by a number of sources, including medical and social services, but it is more likely to be from the parent or class teacher. All concerns should be brought to the attention of the Special Educational Needs Co-ordinator (SENDCo). Meetings would then take place involving the class teacher, parents and the SENDCo to discuss these concerns and how best school can help. This may result in group intervention, the creation of a Lerner Profile or a Supporting Me to Learn Plan, all of which are explained in this policy.

To help identify children who may have SEND, the school will measure children's progress by referring to:

- Their performance monitored by the class teacher as part of on-going observation and assessment;
- The outcomes from any formal assessments;
- Their performance against age-related expectations.

Stages of SEND

If, after careful observation, monitoring and the carrying out of assessments, it is considered that a child has Special Educational Needs the child will be placed on the SEND register. The class teacher, with the support of the SENDCo will begin to create a Learner Profile or a Supporting Me to Learn Plan. Parents and the child will also help with the creation of this. This may involve working 1:1 for short, sharp, frequent sessions with an Educational Support Assistant. Supporting Me to Learn Plans will be reviewed and evaluated at least three times a year. If a child makes better than expected progress then it may be that they can be taken off the SEND register.

If, after following the Assess, Plan, Do, Review approach, a child is still struggling to make progress then an outside agency (depending on the need of the child) will be contacted. Outside agency support may come from the Local Authority and could include support from an Educational Psychologist. If outside agencies become involved, they may help with setting targets on the child's Supporting Me to Learn Plan either in person or via reports and help with the 'Assess, Plan, Do Review' cycle.

If after involvement from an outside agency a child is still making limited progress then a 'My Support Plan' will be created. This will take on board the views of all people involved (including the child). Formal meetings will take place termly in order to monitor progress.



School request for a Statutory Assessment

In a very small number of cases the child's special educational needs will, despite the extra provision, have demonstrated a significant cause for concern. The SENDCo will discuss with the parents whether they agree to the school applying to the Local Authority for a Statutory Assessment of the child's needs to be carried out. The outcome of the assessment may result in the child being given an Education, Health and Care Plan.

Education, Health and Care plan (EHC plan)

When the LA agrees that a child should be given an EHC plan they may be allocated a level of additional funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs. All plans must be reviewed at least annually with the parents, the pupil, the school and professionals involved with supporting the child. Stakeholders will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at secondary school. The SENDCo of the receiving secondary school will be invited to attend the final annual review and this will be held at Crigglestone St James. This is to allow the receiving secondary school to plan an appropriate Supporting Me to Learn Plan to start at the beginning of the new school year and support a smooth transition.

Learner Profiles

All children on the SEND register have a Learner Profile with contributions from the child, parents and teachers to ensure that everyone who works with the child are aware of their needs and how to support them more effectively in the classroom. These profiles will also help support transition between year groups and when children move onto different schools.

Roles & Responsibilities

The Special Educational Needs Co-Ordinator (SENDCo) at our school is Mrs Jennifer Butterworth. The SENDCo is responsible for:

- daily implementation of the SEND Policy;
- advising staff on SEND issues;
- monitoring interventions through the use of Provision Mapping;
- monitoring records of SEND pupils;
- organising and chairing annual reviews for children with an EHCP;
- liaising with parents and external agencies;
- ordering and updating resources;
- monitoring the progress of SEND pupils
- liaising with and supporting class teachers of children with SEND.

Alongside this, all staff at our school work towards the aims and objectives of this document by using school procedures for identifying, assessing and making provision for pupils with SEND.

Governor Responsibilities

The named governor for SEND is Mrs Claire Holding . She ensures that the Governing Body is aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Pupil Participation

At St James, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

We strive to involve children in decisions that are made about their needs. If and when appropriate, children will be asked to take part in the setting and agreeing of Supporting Me to Learn Plan targets, as research proves that



children are more likely to be engaged if they are involved in the decision-making process. They are asked their strengths, which are also added to the Supporting Me to Learn Plan no matter what their views are. They are asked to sign their Supporting Me to Learn Plan and add comments as necessary.

When reviewing the targets, the children are asked how they feel they have progressed and if they can, they are asked to indicate this on the evaluation form. Children with an Education Health Care (EHC) Plan are invited to express their views before an Annual Review takes place. If deemed appropriate, the child will be invited to the Annual Review.

Partnerships with Parents

As with pupils, parents are invited to Supporting Me to Learn Plan meetings and encouraged to comment on the targets. They will sign the Supporting Me to Learn Plan to show that they are in agreement. If it is the first Supporting Me to Learn Plan meeting, then the SENDCo will be present to discuss why their child is being placed on the SEN register.

Parents are strongly encouraged to attend their child's Annual Review. At least six weeks beforehand, they will receive an invitation for the meeting from the SENDCo, which will state the date and time of the meeting. They will also receive paperwork asking them for their views regarding the past year. The parents are then asked to share the main points from this at the meeting.

If a parent has any concerns about their child, the first person they should contact is the class teacher. If the class teacher deems it necessary, the SENDCo will meet with the parents, along with the class teacher, to discuss concerns and identify possible solutions.

Where an outside agency is required to carry out an observation of a child, or work with them, then parent's consent will be required. Outside agencies have their own forms of documentation that need completing in order to show that parents have given consent. This initial consent is only required when the agency is involved for the first time and will not be needed for subsequent involvement.

Resources

A dedicated SEND budget is allocated annually by the Resources Committee and approved by the Governing Body. It is the responsibility of the SENDCo to purchase resources from this budget; however all staff are aware that if any resourcing issues arise then they should speak to the SENDCo.

We have a wide range of resources to best support children with any form of SEND. However, school will look to purchase resources for any specific needs.

Inclusive

St James is an inclusive school. As such, all children will be taught together in classes with their peers. Children with SEND may require specific support that has to take place outside of the classroom but wherever possible children will have lessons in their classrooms with their peers.