

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



## St. James' Church of England Primary Academy

Approved By: Local Governing Body

Date: September 2025

Next Review Date: September 2026



# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

All our policies are written with the objective of continuously improving our school in our aim of realising St. James' vision, which is to create a community that reaches their full potential:

*"He told them another parable: "The kingdom of heaven is like a mustard seed, which a man took and planted in his field. <sup>32</sup> Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."*

*Matthew 13: 31-32*

We believe a small act of kindness and an act of faith can have a huge impact on another's life.

Our Governors, leaders and staff uphold the vision of

***'We grow together, through God we are Giving, Loving and are Honest'***

## RATIONALE

At St. James' Church of England Primary Academy, we believe that every child should be supported to achieve success academically, socially, emotionally and physically, including those with special or additional needs. Our Christian Values, together with the strategic use of the guidance statutory Special Educational Needs and Disability (SEND) Code of Practice 2015, Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014, supports us in achieving this.

## LEGAL FRAMEWORK

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The National Curriculum in England Key Stage 1 and 2 Framework document 2013
- Teachers' Standards 2012

This policy has due regard to statutory and non-statutory guidance, including. But not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2022) 'Keeping children safe in education'

This policy operates in conjunction with, but not limited to the following St James' policies:

- Admissions Policy
- Anti-bullying Policy
- Behaviour and Exclusion Policy
- Complaints Policy and Procedure
- Safeguarding and Child Protection Policy

## SEND AIMS OF OUR SCHOOL

In making provision for pupils with SEND, our aims and objectives are:

- to enable all children, including those with SEND, to have full access to all elements of the school curriculum and to maximise their learning and achievement.
- to create a learning environment that meets the special educational needs of each child.

- to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age.
- to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities.
- to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs.
- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs.
- to ensure that parents or carers are able to play their part in supporting their child's education.
- to ensure that our children have a voice in deciding how their individual needs might best be met.
- to do our best to ensure that all necessary resources are made available to meet pupils' individual needs.
- to provide planning strategies for the identification, monitoring, assessment and review of SEND.
- to conduct induction meetings to all new staff.
- to develop Continuing Professional Development (CPD) opportunities for all staff thereby maximising staff expertise.

## **DEFINITION OF SPECIAL EDUCATION NEEDS**

*'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'*

*Revised Code of Practice (2015)*

For a child to be considered to have SEND these difficulties are also likely to be experienced over a significant period i.e. more than 12 months (Equality Act 2010). However, a child can be placed on the SEND register under SEND Support within this 12-month period, where support required to help the child progress is deemed to be above and beyond good quality first teaching.

The Revised Code of Practice (2015) sets out four broad categories for SEND support within which the school operates. However, we believe that the purpose of identification of SEND is to work out what actions the school need to take and not to fit children into a category.

The categories are as follows:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

A simple description of each of these categories can be found at Appendix 1.

*Special Educational Provision means:*

For a child over two, educational provision, which is additional to, or different from, the educational provision made generally for children of the same age.

Definition of a disability, which may prevent or hinder children from making use of educational facilities, is:

*A person has a disability for the purpose of this Act if s/he has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.*

*(Section 1(1), Disability Discrimination Act 1995)*

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

St. James' Church of England Primary Academy will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

## **IDENTIFICATION**

The Code of Practice (2015) states that pupils should only be identified as having SEND if they do not make adequate progress once they have had an agreed period of intervention, adjustments and good personalised teaching and our identification process reflects this. Consequently, there will have been an agreed period of monitoring and reviewing before a decision as to whether or not a child should be placed on the SEND register is made.

It is understood that the class teacher is accountable for the progress of all the children in their class (Code of Practice P99 6.36).

### **Early Identification**

Early identification of children with SEND is a priority. Assessment is a continuing process that identifies pupils who may have special educational needs. The school will measure children's progress by referring to:

- evidence from teacher observation and assessment
- their performance against age appropriate expectations
- standardised screening or assessment tools

The school's procedure for identification of SEND is in line with the ASSESS – PLAN - DO – REVIEW process as set out in the Code of Practice (2015):

### **ASSESS**

- Class teacher, supported by the Senior Leadership Team and after a period of assessment, which must include reflecting on their own practice, informs parent/carers of their concerns and explains the steps they propose to take to support the child.
- Class teacher then implements a range of quality first strategies. Advice can be sought from the Special Educational Needs and Disabilities Co-ordinator (SENDCo). Where necessary records will be kept.
- Where the above has not made the difference that was hoped for, the class teacher informs parents/carers again and states that they would like to refer the pupil to the SENDCo. An initial concerns form should be completed and passed onto the SENDCo.
- The SENDCo conducts assessments, which may include observations of the child and informs the class teacher of the outcomes or reflections.
- Either the class teacher and/or SENDCo to inform the parent/carers of these outcomes.
- Children may also be identified through analysis of data, work scrutiny, planning scrutiny and classroom observations carried out as part of normal whole school monitoring by Senior Leadership Team.

Assessments and Reviews may be carried out in a number of ways (these are in no particular order and are subject to change):

- Speech Link – if appropriate
- Screening Tests (reading, spelling)
- End of Key Stage assessments

- Literacy and Maths Tests
- Speech and Language Therapy (S&L) assessments and reviews
- Occupational Therapy assessments and reviews
- Teacher observations
- Higher Level Teaching Assistant / Teaching Assistant observations
- Parent observations
- SENDCo observations
- Speech and Language observations
- Occupational Therapy observations
- Class teacher reports/observations
- Previous teacher's records/dialogue
- Health records
- Outside agencies (observations and reports)
- Other support services observations

### **Whole School Monitoring Cycle**

At St James' we work within a whole school strategic approach to meeting the needs of all our pupils and as such, the identification and monitoring of pupils with SEN is a fundamental aspect of the whole school monitoring cycle.

- Work scrutiny
- Data tracking and analysis
- End of key stage scores – attainment and progress
- Lesson Observations
- Learning Walks
- Pupil Progress Meetings
- Pupil Conferences

This is an on-going process. However, particular attention is given to points of transfer:

- prior to entry to school
- on entry
- change of schools
- change of year/teacher

Information and evidence is collated. Confidential information is stored in a secure place.

### **Dissemination**

Critical information is disseminated through the most appropriate of the following means:

- CPD Meetings
- Pupil Progress Meetings
- Sharing of reports from agencies with the Teachers, Headteacher and parents and carers
- Parent Consultation Meetings
- In School Reviews (ISRs) held three times a year

## **PLAN**

- An appropriate programme of support is agreed based on identified individual need along with the period of timescale for the intervention.
- Where necessary staff assigned to delivering the provision are provided with training.

## **DO**

- Staff delivering the intervention keep records of the outcomes of each 'session' and report regularly to both the SENDCo and the class teacher. Adjustments are made as necessary to ensure continued adherence to the child's specific needs.
- The class teacher will keep the parent/carers informed of their child's progress.

## **REVIEW**

- At the end of the agreed period for intervention the SENDCo, member of staff delivering the programme and the class teacher will review the outcomes of the provision and consider next steps.

Where outcomes have not met expectations, the advice or input from agencies or specialist may be sought and the child may be raised at the In School Review.

The ASSESS - PLAN – DO – REVIEW cycle then begins again. If there is no improvement despite several attempts at a range of interventions and specialist input, the child will be considered for an Educational, Health and Care Plan. Parents will be asked to attend a meeting to discuss this and their views sought at all times.

It is considered the class teacher's responsibility to monitor the progress, applicability and quality of provision even where children are working in small groups or 1:1 with another adult outside of the classroom. This includes children working with specialists where the class teacher must endeavour to ensure they are fully involved with the planning and aware of outcomes. The child remains the class teacher's responsibility and they are accountable for them at all times (Code of Practice p101 6.52).

### **What is the criteria for being removed from the register?**

- When a child consistently meets their targets at the assess and review stages of the cycle.
- When a child makes progress that is in line with expectations for both age and ability.
- When agencies, specialists or in school assessments show targets met or age appropriate levels.

Parents will be informed of the above by a letter, following discussions with the SENDCo.

## **ROLES AND RESPONSIBILITIES OF THE SENDCo**

The SENDCo plays a crucial role in St. James' SEND provision. This involves:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- To share individual targets for SEND children with their parents or carers.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Review the SEND register regularly.

- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Local Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Identifying and managing the Gifted and Able Register.

### **THE ROLE OF THE SEND GOVERNOR**

The SEND Governor will:

- Assist and advise the Governing Body on fulfilling its SEND responsibilities.
- Help to raise awareness of SEND issues at Local Governing Body Meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Governing Body on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

### **THE ROLE OF THE HEADTEACHER**

- To work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Will have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### **THE ROLE OF THE CLASS TEACHER**

- To promptly refer or seek advice from the SENDCo for any child they have concerns about.
- Liaise with the parents of children with SEND.
- Include the child in making provision for particular needs and assessment of progress.
- To plan and review Pupil Passports and other records as appropriate.
- Plan appropriately to meet the needs of SEND children.
- Each class teacher is responsible for the progress and development of every pupil in their class. They will work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- The class teacher will work closely with the SENDCo to review each child's progress and development and decide on any changes to provision

### **ALL STAFF**

- To support children with special educational needs, to show understanding and sensitivity to their particular needs.
- To build self-esteem and a positive outlook in children with special educational needs in order to be inclusive and to help the achievement of potential.
- To assist in identifying children with Special Educational Needs and to discuss their concerns with the SENDCo.
- To support the delivery of specialist programmes following training as appropriate.
- To have the responsibility for the progress of and the impact of support and intervention.

For effective support, staff must be aware of:

- The procedures to be followed.
- The responsibility all staff have in making provision for SEND pupils' progress.
- Mechanisms that exist to allow access to information about SEND pupils.

## **PARTNERSHIP WITH PARENTS AND CARERS**

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Parents/carers are encouraged to seek advice from our Home School Support Worker and our SENDCo any time they have concerns or queries.

Much effort is taken to promote close and constant collaboration with parent/carers of pupils with special educational needs. The insights and experiences of parents are essential in helping school understand and plan for their children's needs. Parents' views are sought and acknowledged as part of the identification, assessment, provision and review cycle.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

We have adopted a whole-school approach to SEND policy and practice. Teacher observation and assessment, class screening, monitoring and parental/carers' concerns are all vital in the identification of particular needs. Initial concerns are raised by use of the school's internal referral form, which must be submitted to the SENDCo.

Issues are addressed and regular monitoring takes place and either the child's needs are provided for by teacher intervention or through discussions with outside agencies. In this way the school ensures that all children have access to an appropriate curriculum at all times in their school life at St James'.

A SEND register will be formally reviewed three times a year but changes may be made at other points during the academic year.

Parental concerns are addressed whenever they arise and are always given a high priority. With parental permission, additional screening procedures may be used for individual children and are performed or directed by a number of possible outside agencies.

## **MEDICAL CONDITIONS**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including 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.

If a child has a particular medical need, a Care Plan will be put in place which is agreed between the parents/carers and staff. Some children may have a statement or Education, Health and Care (EHC) plan that brings together their health and social care needs, as well as the special educational provision that would be followed in line with the SEND Code of Practice (2015).

## **TRANSITION**

Please refer to our Admissions Policy. The SENDCo is responsible for ensuring that personalised transitions may be required and these will be discussed with all parties involved.

## **NATIONAL EXAMINATIONS**

Children entering statutory and other tests will be considered for access arrangements or withdrawal from tests if their special needs are such that they could not attempt the tests even with additional provision being made.

## **COMPLAINTS PROCEDURE**

The Complaints Procedure for SEND issues follows the same guidelines as the school's Complaints Procedure.

The School is committed to working in close partnership with parents or carers and would hope to ensure that concerns or problems are dealt with promptly and effectively. In the event that a parent/carer wishes to make a complaint about a SEND issue, there is an agreed complaints procedure.

Parents are requested to discuss the matter with the class teacher in the first instance. If a parent's concerns are not addressed, the SENDCo should be approached. If a parent still feels that their concerns have not been dealt with appropriately, a meeting with the Headteacher should be arranged. Should discussions with the Headteacher fail to allay concerns, parent/carers may complain in writing to the Chair of Governors.

### **STATEMENT OF EQUALITY**

This policy ensures that all members of the St. James' family, whatever background, disability, gender, learning disability, nationality, religion or sexual orientation are welcomed, treated fairly with dignity and respect.

## Appendix 1 | - Broad Areas of Concern (Code of Practice 2014)

Broad Areas of Need Descriptors
<b>Communication and Interaction</b>
<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p> <p>The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
<b>Cognition and Learning</b>
<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, including <b>moderate learning difficulties (MLD)</b>, <b>severe learning difficulties (SLD)</b>, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to <b>profound and multiple learning difficulties (PMLD)</b>, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p><b>Specific learning difficulties (SpLD)</b>, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
<b>Social, emotional and mental health difficulties</b>
<p>Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
<b>Sensory and/or physical needs</b>
<p>Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with <b>vision impairment (VI)</b>, <b>hearing impairment (HI)</b> or a <b>multi-sensory impairment (MSI)</b> will require specialist support and/or equipment to access their learning. Children and young people with an <b>MSI have a combination of vision and hearing difficulties</b>.</p> <p>Some children and young people with a <b>physical disability (PD)</b> require additional ongoing support and equipment to access all the opportunities available to their peers.</p>