

## SEND III Statement

### Intent

At St James' Church of England Primary Academy, we strive to prepare all our children to successfully aspire to a wealth of opportunities with curiosity and resilience embedded in all they do. We believe that every child should be supported to achieve success academically, socially, emotionally and physically, which of course, includes those with special or additional needs. We believe that all children and young people should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful into secondary school and then adulthood. Through our first-quality teaching, planning and provision we intend:

- 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 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 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 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.

### Implementation

- We will oversee the management and implementation of the SEND policy, ensuring its effectiveness and adjusting it accordingly;
- Our early years lead will identify children in EYFS, if possible, and begin the pathways for children if they are identified as having a special educational need;
- We will initiate and complete relevant paperwork with teaching staff e.g. School Nursing referrals, Education, Health and Care Plans (EHCP), Annual Reviews, Speech and Language Therapy, Occupational Therapy etc.;
- We will ensure we are available to liaise with external agencies and implement their strategies and advice;
- We will assist class teachers and parents when liaising with advisory staff;
- We will co-ordinate support for children with special educational needs both at home and in school to ensure a holistic approach;
- We will make ourselves available to speak with parents/carers in a timely manner and listen to their concerns and follow this up with our SENCo;
- We will ensure the records of children with special educational needs are maintained so that any transitions between classes or schools will be smooth;

- Our SENCo will attend courses, forums etc. to keep up to date with current issues and disseminate relevant information to staff;
- We will ensure that all staff CPD needs are considered and kept up to date;
- We will be accountable for our SEND practice by regularly reporting to governors on the progress of SEND and the strategic direction we are taking;
- We will monitor teaching and learning to ensure that the best possible quality of learning takes place.

### Impact

- We are proud of the impact our school has on SEND children and that they are happy, safe and have their needs met.
- We are proud that the majority of children are identified as having SEND early and thus maximising their learning potential by allowing staff to plan support from their early days.
- Our teachers are able to speak about children with SEND in their classes as we know these children well. We can speak about their strengths as well as their barriers to learning.
- We have very good working relationships with variety of professionals and experts whom we trust to give us the best, up-to-date advice and strategies.
- We have excellent relationships with our parents and carers in order to collaborate well for the benefit of each child.
- We have very good transition arrangements for children who move schools or move onto secondary school.
- Our SEND governor holds us accountable and provide the advice of a critical friend to ensure we are providing the best provision we can.
- We ensure that all strategic decisions are meaningful and have a purpose for the good of SEND pupils.
- Through embracing restorative practices and emotion coaching techniques, those children with social, emotional and mental health needs can thrive.
- Children have a voice and feel heard – they are involved in decisions made about themselves.
- Parents feel listened to, supported and play an important role in decision making about their child.
- We monitor and evaluate the effectiveness of teaching and learning strategies and will provide support and advice to staff to ensure the highest standards for children with SEND.
- SEND pupils make progress from their starting points socially, emotionally and academically.
- We develop safe learning environments where difference and diversity is embraced and all pupils are respected and respectful.