



SEND Policy

In the loving peace, justice and joy of Jesus, we achieve

School Inclusion statement

St James' is an inclusive school guided by the Gospel values that are expressed in our mission statement. These aims promote inclusive education in its widest sense in all areas of school life. Providing for pupils with Special Educational Needs and/ or disabilities is just one way in which St James' promotes and supports inclusivity. We value each child as a unique being created in God's own likeness, each with his/her own gifts and talents.

St James' is committed to providing an appropriate and high quality education to all the children (living in our local area). We believe that all children, including those identified as having special educational need and/or disability have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them and to be fully included in all aspects of school life.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age, and maturity.

We know that many pupils, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term. All children, whether identified as special needs or not, have the innate right to a quality education that matches their needs. However, we particularly monitor the provision for, and the achievement of, different groups of learners including:

- * Learners who are disabled
- * Those that have moderate and severe learning difficulties
- * Those pupils who are eligible for pupil premium
- * Minority ethnic groups
- * Learners who need support to learn English as an additional language (EAL)
- * Girls and boys
- * Gifted and talented
- * Those that are looked after by the local authority.
- * Those pupils who come from families under stress.
- * Those who are suffering from short or long term illness or disabilities.

Parents form a vital part of the school community and should be encouraged to be involved in their child's education. The views of children should be obtained, noted, valued and taken into account when planning provision. A sense of self-respect is developed and all children are encouraged to take responsibility for their own learning.

This policy describes the way that we at St James' Catholic Primary school meet the needs of children who experience barriers to their learning, which may relate to the one or more of the four areas identified in the SEND Code of Practice:

- communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

The SEND Coordinator is Mr Matthew Ingram.

The SEND Governor is Mrs Louise Dore.

Aims

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To provide all children with their legal entitlement to a broad balanced and relevant curriculum.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide intervention and support as early as possible.
4. To ensure the teaching and learning environment is effective.
5. To improve the educational outcomes for all children including those with SEND.

Responsibilities

- All members of the school community (teaching and non-teaching staff, parents, pupils, Lumen Christi directors, standards committee) work towards the schools aims by:
 - a. being fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs;
 - b. a commitment to a partnership approach to provision.

TEACHERS work towards the school's aims by:

- Recognising parents as partners in the educational process and discussing with them any concerns they may have regarding their child. In line with the 2014 code of practice, this will be done first before involving other members of staff or outside agencies.
- Providing a challenging, exciting curriculum through quality first teaching.
- Develop children's understanding through the use of all available senses and experiences, so they can fully participate in learning, in both physical and practical activities.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude and changing circumstances affecting performance.
- Close liaison with the SENCO in the identification, assessment, planning and monitoring of provision to support pupils who need help with communication and interaction, cognitive and learning, behaviour, emotional and social development and sensory / physical development.
- Involvement in writing Pupil profiles and or Individual Target Plans for children, who may need additional or different help from that given to those of the same age.
- Working closely and sharing weekly planning with teaching assistants who support individuals or groups of pupils.
- Helping children to manage their emotions, particularly trauma or stress and provide pastoral care.
- Helping children to manage their behaviour and take part in learning effectively and safely.
- Interpreting assessment data.

THE SENCO - Special Educational Needs Co-ordinator - works towards the school's aims by:

- Co-ordinating provision for and manages the responses to children's special needs.
- Supporting and advising colleagues.
- Taking responsibility for the day-to-day operation of the school's policy.
- Overseeing the records of all children with special educational needs.
- Acting as link with parents.
- Acting as link with external agencies and other support agencies.
- Monitoring and evaluating the special educational needs provision and reporting to the School Standards Committee.
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

Identification and assessment Arrangements, Monitoring and Review procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. Information to support this comes from a range of sources:

- Baseline assessment results
- Progress measured against EYFS good level of development or end of Key Stage 1 assessments
- Standardised scores from termly testing
- Use of the Birmingham Language and Literacy and Maths toolkits.
- Observations of behavioural, emotional and social development.
- An existing Education and Health Care Plan.
- Assessments by a specialist service such as educational psychology, identifying additional needs.
- If the child has moved to Saint James' from a nursery, records that have identified any needs
- If the child has moved from another school or authority, records which identify or provide evidence of additional needs.

Based on the school's observations and assessment data, and following a discussion between the class teacher and parent, the child may be recorded as needing a certain level of intervention.

LEVELS OF INTERVENTION:

There are three levels of intervention:

Quality first teaching. This includes providing differentiated work and creating an inclusive learning environment.

Specific, additional and time limited interventions this is aimed at pupils who need additional academic support or nurturing to help accelerate their progress and enable them to work at or above age related expectations.

Many children will require at some point in their school lives additional interventions to help them catch up or give them a boost at this level of intervention. This does not mean they have a Special Educational Need.

Targeted provision **Children placed on SEN register and require additional highly personalised interventions.** This is for a minority of pupils who need highly tailored interventions in order to achieve their full potential. All children at Wave 3 level of intervention will have a pupil profile and an individual target plan which will be reviewed at least three times per year in conjunction with parents and relevant outside agencies.

For more detailed information about these waves of intervention, please refer to the following page within our SEN information report - <http://www.stjamescatholicprimary.co.uk/how-will-my-child-with-sen-be-taught/>

Within each of these waves, we monitor the progress of children in line with the 2014 code of practice.

Education and Health Care Plans

If a child has been receiving targeted provision and is still not making adequate progress and/or Teachers, Parents, SEND co-ordinator and external agencies still have significant concerns, it may be necessary to refer a child for a statutory request of an assessment for an Educational Health Care Plan (EHCP). The EHCP will detail specialised support taking into account all aspects of the child's wellbeing. The creation and delivery of these plans will be led by the local authority with schools developing and reviewing these plans with parents.

An EHCP

A child who has an Education and Health Care Plan will continue to have access to different levels of intervention as appropriate. Usually at this stage, numerous outside agencies are involved who will contribute and help oversee the provision made within school.

In addition, there will be an annual review, chaired by the SEND co-ordinator, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, to the EHCP.

The use of teachers and facilities from outside the school, including support services:

- The LA Pupil Support Service visits regularly to provide specific information, share resources and provide in-service training.
- The Communication and Autism Team visits regularly to provide specific information, share resources and provide in-service training.
- The SEND co-ordinator liaises with a number of other outside agencies, including:
 - Community Paediatrician
 - Speech and Language Therapist
 - Physiotherapy/Occupational Therapy
 - Family Support Service
 - Speech and Language Therapy
 - School Medical Service e.g. nurse
 - Visually & Hearing Impaired
 - Local authority advisors
 - Social Services
 - Child Protection via LA
 - Zacchaeus club

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

Parents/carers will be involved at all stages of the education planning process. If a teacher feels concerned about a child in their class, the child's parents will always be the first person they talk to about those concerns. Decisions about where to go from there will then be made together. Please read [St. James' SEN Support Cycle](#) for more detailed information on this process.

Our school has an open door policy to parents ensuring we are always approachable so parents feel involved in the education of their child. In addition, our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Regular meetings with SEND co-ordinator, class teacher and support staff.
- Target setting so parents can see what their child is working on next.
- Home/school books (where required) to inform parents of important information.
- Regular updates to Knowledge Organisers to inform parents of what will be going on during the term.
- Home reading logs (EYFS - KS1)
- Information on the school website.
- Parents' evenings.
- Signposting to parent groups.
- Parents' views on target plans/Annual Review documents.
- Pupil profiles.
- Individual Target Plans at wave 3 level of intervention.

Links with other school / Transfer arrangements:

- Reception staff will meet with staff from local nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SEND co-ordinator after the meeting. Where necessary, the SEND coordinator will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school. If necessary, the SEND coordinator will contact the previous school to further discuss the child's needs. When children transfer from St James', all relevant SEN documents will be forwarded to the new school. The SEND coordinator will discuss their children with other schools on request.
- We work closely with the staff responsible for co-ordinating special needs at our local Secondary Schools. Transition arrangements ensure pupils visit their new school before the end of year 6 and teachers, SEND coordinator and SEN support staff meet to discuss pupils. SEN records are passed on as the child arrives at the new school. Secondary school staff are also invited to attend final annual review meetings.

Date Approved/Approving Body:	16 March 2020, SSC
Signed:	David Evans
Minuted:	16 March 2020, M York-Harris
Date of Next Review:	March 2023