

St James' Church of England Junior School (Voluntary Controlled)



SEND Policy

Updated Summer 2022

Drawn up by	Daniel Danquah
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Agreed by Governors	
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St James' CofE Junior School

Special Educational Needs and Disability (SEND) Policy

The Special Needs Coordinator at our school is Mr Daniel Danquah.

If you would like to discuss anything relating to SEND, please contact Mr Danquah via the school office on 02085344030.

Introduction

St. James' C of E Junior School is committed to providing a broad and balanced curriculum through quality first teaching to all our pupils. We strive to ensure that all our pupils, including those with identified special educational needs or disabilities, can access and participate effectively in a curriculum that considers individual learning needs, and is tailored to meet those needs. The school is committed to promoting the development of independence, self-confidence and positive self-esteem required to thrive in the wider world in a safe and nurturing environment.

Our motto is: *"A place where we aspire to learn in knowledge, faith and love "*

Our core values are embodied in the 4Cs:

Care
Courtesy
Cooperation
Consideration

Our school motto and core values thus challenge and inform the purpose of our SEND and Inclusion provision. These ensure that our school strives to provide for every pupil with special educational needs and disabilities (SEND) to ensure that they make good progress, and where possible, are challenged appropriately to promote exceptional progress; this approach encourages pupils to achieve their personal best. We also ensure that each pupil is included in every aspect of school life, in line with SEND Code of Practice (CoP) - 2015.

Definition of SEND

The SEND Code of Practice 2015 stipulates:

'A pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or

different from, that made generally for others of the same age in a mainstream setting in England.

Many pupils and young people who have SEN may have a disability.

The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Aims and objectives of the SEND policy

The SEND Policy sets out how our school identifies and provides for the needs of pupils with SEND. The policy's aims include:

- Promoting early identification of needs and sharing that journey with families
- Outlining procedures within the school to support the needs of identified pupils
- Promoting and maintaining effective communication and sharing of information among all those involved with pupils identified with SEND, including pupils and their families
- Encouraging close partnerships with parents/carers at all times
- Ensures appropriate staffing, training, staff management, resourcing and funding arrangements
- Ensuring that SEND is highlighted in the school's Development Plan
- Ensuring that we build children's confidence and self-esteem, help them manage their needs and encourage them to be independent learners
- Encouraging the treatment of children as individuals, promoting the practice of tailoring support and learning to meet those individual needs

Identification of Needs

A pupil is identified as having special educational needs when he or she experiences significant barriers to their learning which impact on their ability to fully access the mainstream curriculum. The SEN Code of Practice refers to four broad areas of special educational needs:

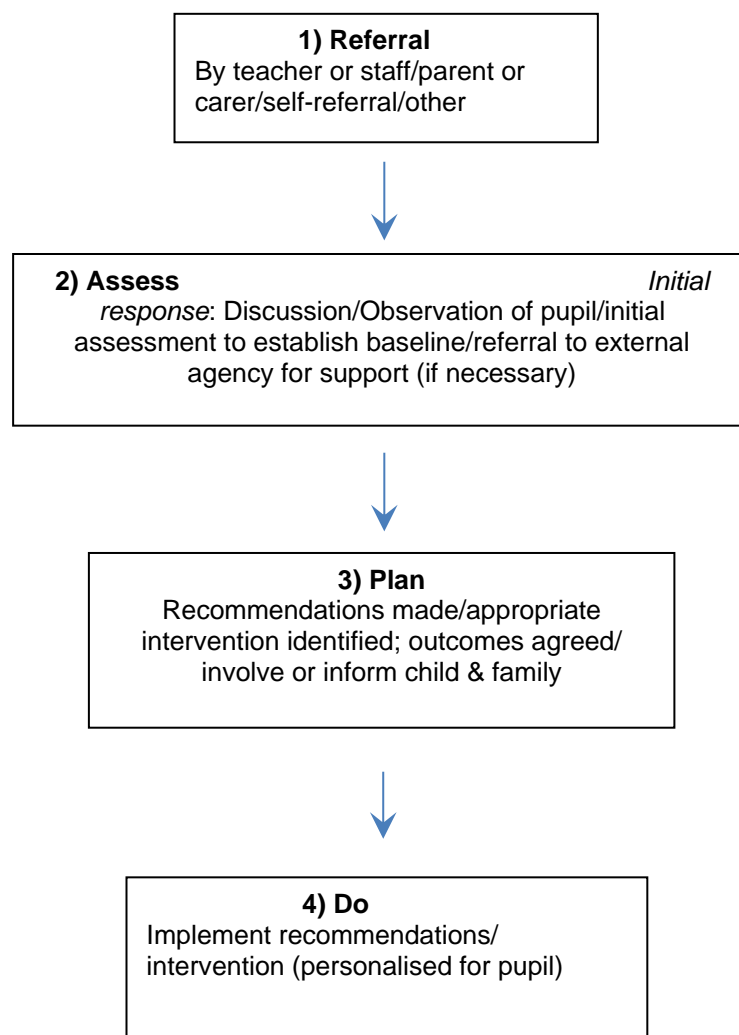
- **Communication and Interaction** - Pupils have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, Pupils with Autistic Spectrum Disorders (ASD), including Asperger syndrome, 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.
- **Cognition and Learning** - Pupils with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to Pupils with

profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health** - Pupils 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, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Sensory and/or Physical Needs** - Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

The flowchart below summarises the identification process at St James'.

Identification and Assessing of pupils for SEND





5) Review

- a. Review progress made against the original baseline and agreed outcomes.
- b. Review progress of child against national expectation for their age.
- c. Consider placement on the SEND register.



6) Next steps

- a. Repeat steps 1 – 5 if some progress has been made but more time required to achieve outcomes.
- b. Refer for external agency support if required.
- c. Pupil has a learning difficulty/disability: Consult with the

'Next steps' after review

Next steps could be any, or all of the following, depending on outcome of the review:

- Repeat the graduated response: 'assess, plan, do, review'
- Further referral for specialised assessment - follow the graduated response (see below)
- Place pupil on SEND register
- Request for EHCP - depending on severity of need

At St James' we use the graduated response to support pupils with SEND.

The graduated response

At St. James' all pupils will access:

- High Quality teaching for all.

Some pupils with additional needs (SEND) will access:

- High quality differentiated teaching as a first response
- Targeted interventions to help close learning gaps
- A differentiated/alternative curriculum where necessary

A few pupils with complex or significant needs will access:

- Specialist resources/external agencies
- Small group/individual support
- Personalised learning/specific intervention programmes
- SEND Support Plan - reviewed and adjusted regularly

We cater for all the four areas of need identified in the code of practice (CoP)

- Communication and interaction needs
- Learning and cognition needs
- Social, emotional and mental health needs
- Physical and sensory needs

The most common needs identified at St. James' include:

- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health Needs (SEMH)
- Medical needs, including pupils with asthma

Our teachers and Academic Assistants (AAs) have the training to support the above areas of need, as well as AAs with responsibility for:

- **Dyslexia**
- **Reading interventions - Phonics manager**
- **Speech, Language and Communication programmes**
- **Children with Autistic Spectrum Disorder (ASD)**

Pupils identified as having special needs (SEND) will have access to:

- SEND Support (K)
- Individual Educational Plans (IEPs)
- Educational health care plans (EHCP) for children with the most complex needs
- Annual reviews for pupils with EHCPs
- Nurture facilities for children requiring personalised curricula

Pupils identified as having Social, Emotional and Mental Health needs (SEMH) will have access to:

- Learning Mentor support - including Anger management; 'Check-in' to support behaviour, etc.
- **HeadStart (if in year 5 or 6)**
- Drama therapy - for a limited period if required (some pupils may require for extended periods)
- Referral to external agencies (CFCS, NHS, etc.) if required

Our teachers and Academic Assistants receive training to help keep them up to date with relevant practice.

ALL pupils will access:

- *High quality teaching and learning*
- *A differentiated curriculum for pupils with SEND*
- *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- *Personalised target setting*
- *After school clubs*
- *Educational visits*
- *Support with transitions*

Some pupils with additional SEND needs will access:

- *targeted interventions and support matched to their needs*
- *Individualised target setting*
- *Personalised progress tracking and assessment of need*
- *Access to flexible working groups*
- *Access to additional adult support for specific tasks*
- *Access to specialists including Educational Psychologists, Occupational Therapists, Speech and Language Therapists, a Drama therapist a school nurse, a family support worker, etc.*
- *Behaviour/Emotional/Social skills support*

A **few** pupils with complex or significant Needs will each access:

- *A personalised curriculum*
- *A personalised timetable, including a visual timetable where required*
- *Access to evidence based specialist programmes*
- *Access to specialist services and therapists, including Ed. Psych*
- *High levels of adult support and small group working*
- *One-to-one support where necessary*



St James' C of E Junior School's Offer of SEND provision:

Wave 1 Provision - Universal: Quality First Teaching

Each pupil is entitled to Quality First Teaching as planned by the class teacher. This support is tailored to individual needs within the classroom. It may include additional support by the teacher or Academic Assistant in class.

Quality First Teaching also involves:

- Having high expectations for all pupils within the class, including pupils with SEN and disabilities.
- An approach that builds upon skills and knowledge the pupil already has to move learning forward.
- Using different teaching styles and resources, such as practical learning, adapting or changing materials, resources or equipment.
- Specific strategies suggested by outside agencies or other professionals to support variation of teaching/tasks.
- Small group work - Pupils may have access to small group work. This support is available to any pupil within school. These groups may be run by the class teacher or Teaching Assistant. These groups may work on specific English and Maths skills directed by the class teacher, or have a focus on friendship or social skills, depending on need.

Wave 2 Provision - Targeted: Specific Small Group Work

Specific 'Wave 2' programmes are targeted at pupils who have identified barriers to learning that Quality First Teaching may not be able to meet. This support is run with support and advice from the SENCO and outside advisory agencies.

Intervention groups are delivered by teachers and by trained Academic Assistants, for e.g. social skills, speech and language programmes (e.g. Language Enrichment Groups), fine motor, phonics, maths, reading and writing groups. Pupils are only withdrawn from class to do intervention groups for the minimum amount of time necessary, so that they do not miss out on too much curriculum time with their peers and class teachers.

Wave 3 Provision - Specialist Individual Support

Where a pupil shows a particular difficulty or is making limited progress, the school may support with a Wave 3 intervention. This intervention involves a structured program, run with support and advice from professional outside agencies and delivered by trained Academic Assistants under the guidance of the SENCO.

In order to access specialist support, permission will be obtained from parents and the pupil must be identified on the SEN register by the SENCO. The type of the intervention programme is dependent on pupil's specific need, ability and age. The SENCO is responsible for organising this provision. Pupils who require a high level of additional support to access learning may receive Top-Up Funding provided by the Local Authority. In some cases, pupils with SEND are not able to access learning with their peers for some or most of the day. In this case, they access personalised learning and an adapted curriculum in a SEN class with high staff-to-pupil ratios, led by an SEN teacher, or highly trained Academic Assistants.

Managing the needs of pupils on the SEN Register

Each pupil with SEND will have an individual educational plan (IEP) tailored to meet their individual needs. IEPs are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEN
- ensuring the IEP is implemented effectively
- regular liaison with parents and the SENCO to update the IEPs when targets are met
- effective deployment of additional adults within their classroom
- note the provision for pupils with SEND on their lesson plans
- supporting the SENCO in the writing and reviewing of IEP targets for pupils

Academic Assistants are responsible for:

- ensuring that they have updated themselves with recommendations for pupils they support
- ensuring that day-to-day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists
- sharing the day's progress information of 1:1/small group support with class teachers
- record keeping
- preparing and organising resources
- maintaining specialist equipment
- regular communication with class teacher and SENCO

The SENCO is responsible for:

- the SEND policy and its implementation

- coordinating provision and support for pupils with SEND
- updating the SEND register and maintaining individual pupils' records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to, and liaison with, outside agencies
- line managing Academic Assistants
- liaising with, and advising staff on how to support pupils with SEND
- maintaining regular liaison with parents/carers
- coordinating annual reviews
- supporting staff in identifying pupils with SEND
- maintaining links and information sharing with receiving schools (transitions)
- coordinating information sharing from pupils transferring to the school

Criteria for removing pupils from the SEN Register

When a pupil has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) Plan being provided. This brings together the pupil's health and social care needs as well as their special educational needs. The EHC Plan replaces the former Statement of Special Educational Needs. Pupils who currently have a Statement will continue to maintain this until the transition is made to an EHC Plan.

Monitoring the SEND Provision

The Headteacher and senior leadership team (SLT) will regularly monitor and evaluate the quality of provision for all pupils, including those with SEND. The school aims to use interventions in school that have proven outcomes and are evidence based. Progress is continually monitored by their teacher and is discussed each term with the SLT in a pupil progress meeting.

The impact of SEND provision on the progress and outcomes for pupils on the SEND register is measured through:

- analysis of pupil tracking data and discussions at pupil progress meetings
- progress against national data and based on their age and starting points
- interventions baseline and exit data

- progress against individual targets
- pupils' work and observations

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENCO
- reporting to the governing body on SEND
- ensuring that pupils with SEN and disabilities participate fully in school activities

Partnership with parents

All parents are welcome in school and are encouraged to discuss any concerns they may have with class teachers or the SENDCO. We recognise the need for good liaison between home and school and value support from parents.

Parents are encouraged to contribute to their child's education, and this may be through:

- Informal discussions with the class teacher.
- Parent/Teacher Consultations (where targets are shared and discussed).
- Meetings with the SENCO and/or other professionals.
- Contributing to target setting for pupils.

At St James', we adopt an open door policy for parents/carers seeking support and advice. We can signpost additional support/information for families.

If parents would like more information or support, contact the SENDCO on the contact information on page 2, or access the Newham website on

<http://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>

Complaints Procedure

Concerns or complaints about any aspect of SEND should be addressed initially to the class teacher who maintains responsibility for the pupil's progress, or to the SENCO. If the concern cannot be resolved at this level, it will be addressed by the Head Teacher, the SEN Governor, or referred onwards to the Borough Education Authority.

Appendices

Appendix 1:

Provision for children with SEND during the Covid-19 school closure

Purpose: To ensure adequate provision for St James' CofE Junior school pupils with SEND during the Covid-19 crisis.

Advice for parents: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>

Preparing families and children for school closure

- Inform families about the planned closure
- Carry out a risk assessment for pupils with high levels of need
- Offer a place in school for children who meet the government criteria
- Provide personalised learning packs for children with SEND

Support for children with SEND during the school closure

- Weekly phone calls to check that families are managing well with their children
- Weekly checks to ensure that families have adequate resources to support pupils
- Weekly checks to respond to any queries that families may have - offer additional support or advice where required
- Refer to external professionals for additional support where required
- Liaise with external professionals to provide additional support where necessary
- Offer families respite opportunities where appropriate

Preparing families for re-opening of school

- Inform families about the planned reopening of school well in advance (at least one week in advance)
- Discuss transition strategies and offer advice/resources where required
- Make referrals for external agency support (S+L therapist; Ed. Psych; etc.) where necessary
- Respond to any family queries

Transitions back into school

- a. For most SEND pupils:
 - (i) Plan generic transition activities for the nurture group children
 - (ii) Share transition plans with families
- b. For some SEND pupils - plan personalised transition and support for children with high levels of need

Managing SEND children with high levels of need during the return to school

- Share daily feedback with families in the first week back to school
- Where necessary, arrange with families to stand by to support the school where children with high levels of need struggle to cope with the transition

Managing the needs of pupils with high levels of SEND needs who are working at home

- Work pack sent home to support learning
- Weekly video/phone calls home to check on and interact with pupil/family
- Provide targets to guide learning at home

Appendix 2: Parents Voice (questions often asked)

Here are some of the questions asked by our parents and carers about the SEND provision in our school:

- What level of support will my child get?
- My child is reading below his age. How can you help?
- What do I do if we suspect that my child has special needs?
- Will my child ever improve?
- How is progress measured?
- Will my child ever overcome dyslexia?

Appendix 3: Pupil Voice (comments and questions)

Here are some of the comments made by our children about the SEND provision in our school:

- Teachers/AAs help make learning easier.
- Teachers/AAs help me to improve my levels.
- I think AAs help people with low levels get higher levels.
- During learning AAs help us and treat us with respect.

Some questions asked by our children:

- Can AAs make problems even more easier?
- Can teachers give us easier maths work?
- Can I get AAs to help me all the time?
- Can the AAs help anyone with their literacy work?

Contact information

Please contact the SENDCo using the following details if you have any queries:

Tel: 20285344030

Email: sen@st-james.newham.sch.uk

Further information about the Local Offer, and how you can access help for Special Educational Needs and Disability, refer the school's SEND information report, or go to:

<http://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>