



St James CEVA Lower School **Special Educational Needs and Disability Policy**

This SEND Policy, in conjunction with the school's Local Offer, outlines the provision made by the school to ensure that all those pupils who have a special educational need have their needs met and the two documents serve as the school's SEND Information Report. They comply with the statutory requirement laid out in the *2014 Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 years*, and have been written with reference to the following guidance and documents:

- Equality Act 2010: guidance for schools (DfE, Feb 2013)
- SEND Code of Practice: 0-25 (DfE & DfH, June 2014)
- Special Educational Needs and Disabilities Regulations (2014)
- Statutory Guidance on Support pupils at school with medical conditions (April 2014)
- Safeguarding and Child Protection Policy (St James' CEVA Lower School)
- Transition Policy (St James' CEVA Lower School)
- Behaviour Policy (St James CEVA Lower School)
- Anti-Bullying Policy (St James CEVA Lower School)
- Admissions Policy (St James CEVA Lower School)

This document was co-created by the school's Special Educational Needs Coordinator (SENDCO) and the SEND Governor, through consultations with the senior leadership team, all staff, pupils with SEND and their parents/carers.

The school's named SENDCO is Sarah Morton, who can be contacted via the school office.

SPECIAL EDUCATIONAL NEEDS

The *2014 SEND Code of Practice: 0 – 25 years* defines a pupil as having SEN:

“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.”

Pupils may experience difficulties across one or a combination of the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

AIMS

At St James CEVA Lower School, we are proud of our distinctive ethos and our caring atmosphere, where everyone is encouraged to feel part of a strong family, all working together to meet the needs of all our children. We aim for all our pupils to grow into well-rounded, happy and curious learners in an environment where they feel safe and well supported.

For children who find any parts of their learning or development particularly difficult, pupils with SEND at St James' want the school to help them:

- Feel better and be happy

- Have friends
- Never give up and push themselves so that they can be the best they can be

Parents of pupils with SEND at St James' want the school to aim to support their children to:

- Get the best possible education through which they make good progress and achieve the best possible results
- Be confident
- Have strong friendships
- Develop and build on their natural abilities and strengths
- Behave well
- Be independent

In their work with pupils with SEND at St James', staff aim:

- To support children in achieving their personal aims and those of their parents for them
- To develop and strengthen children's overall well-being by helping them to feel valued, build self-esteem and confidence and develop strong friendships
- Make good progress from their individual starting points across all areas of the curriculum and child development
- To fully include children in all areas of school life and deliver the National Curriculum at their level
- To support children in achieving the best possible results
- To secure the best possible understanding of a pupil's SEND in order to effectively meet their needs
- To develop pupils' independence
- To develop pupils' positive learning attitudes and behaviours

OBJECTIVES

In order to achieve the aims of the SEND policy, staff work collaboratively to:

- 1) Consult and involve pupils and their parents/carers in planning and decision making at all stages
- 2) Identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible
- 3) Assess pupil's abilities and needs and set appropriate targets
- 4) Plan and deliver individual provision to address the specific needs of the pupil
- 5) Make optimum use of all available resources for fullest possible inclusion
- 6) Make adjustments to teaching and learning strategies in light of a pupil's needs
- 7) Liaise where appropriate with external agencies

THE ROLE OF STAFF IN SCHOOL

The Head Teacher is responsible for the statutory annual review of the provision for children with a statement of SEND or an Education, Health and Care Plan (EHCP).

The SENDCo is responsible for:

- The day to day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with SEND.
- Advising and supporting all staff on meeting a range of needs.
- Contributing to the continuing professional development of staff.
- Co-ordinating a staged approach to the Code of Practice.
- Maintaining effective record keeping for SEND pupils.
- Co-ordinating SEND reviews and target fixing and ensuring the full involvement of parents in decision making about pupils with SEND.
- Liaison with external agencies.

- Updating the school's local offer.

The staff of St James' will make every effort to ensure early identification of those pupils who have a special educational need and make adequate provision for their needs through the four-part cycle known as the graduated approach and outlined in the *2014 SEND Code of Practice*: **assess, plan, do, review**. The graduated approach is used for all pupils with SEND, including those supported at the following levels:

- 1) **SEND Support** – in collaboration with the SENDCO, class teachers identify and register a pupil's SEND and take lead responsibility for the pupils' SEND provision. Where necessary, the SENDCO may seek support from specialists from outside the school, such as Educational Psychologists, health or social services professionals working directly with the pupil, or the Education Welfare Officer
- 2) **EHCP** - the Local Authority (LA) considers the need for statutory assessment and if appropriate, makes a multi-disciplinary assessment, usually on the basis of a request from the school or parent. If appropriate the LA makes an EHCP and arranges, monitors and reviews provision. Statements of SEND will transfer to an EHCP by April 2018.

The *2014 SEND Code of Practice* states that:

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”

Classroom teachers must work under the reasonable direction of the Head Teacher, with support from the SENCO, and perform professional duties that include:

- Teaching pupils according to their educational needs
- Writing and implementing Individual Educational Plans (IEPs) or Provision Maps as necessary.
- Assessing, recording and reporting on the development, progress and attainment of pupils
- Promoting the general progress and well being of individual pupils
- Providing guidance and advice to pupils on educational and social matters
- Communicating and consulting with the parents of pupils and external agencies, working in close liaison with other staff.
- Carefully planning for the smooth transition of pupils with SEND through their entry into school and between new year groups, phases and schools and, where there are significant concerns, writing and implementing an individual transition plan

The Governing Body in co-operation with the Head Teacher:

- Determines the school general policy and approach to provision for the children
- Establishes staffing and funding arrangements
- Has a general oversight of the school's work and the monitoring systems in place

Partnership with Parents

- Parental involvement is considered to be an essential part of the successful education of every child.
- Parents are welcomed into the school to discuss the needs of their children and encouraged to take an active part in their child's learning.
- Current IEP targets will be discussed with parents and sent home so that parents can support their child in partnership with the school.
- Class teachers hold termly curriculum meetings and parent interviews to which the parents of all children are invited. In addition, teachers are available at other pre-arranged times to discuss any queries or concerns.
- When parents have a concern regarding their child they should first approach the class teacher, the SENDCO and then, if necessary the Headteacher.
- Parents are involved in all stages of the Code of Practice assessment and are informed by the SENDCO of all procedures at all stages of the process.
- Parents are invited to attend review meetings to share information regarding progress, targets and next-steps.

SEND Policy Approved by Governors: February 2016
Review due February 2017

- Where an individual transition plan is required, parents are invited to attend transition planning meetings in preparation for their child's entry to school and transition into new year groups, phases or schools

Monitoring Group

The SENDCO, Head Teacher and SEND Governor are responsible for monitoring the effectiveness of this policy in ensuring that all pupils with SEND make good progress.

The Local Offer

The School's Local Offer provides further detail regarding the identification and assessment of, the school's approach to teaching and the monitoring progress of pupils with SEN. This is being updated during the 2015/2016 academic year and will be published on both the LA and school's websites in due course. The wider local offer of the local authority can be accessed at <https://sendguide.bedford.gov.uk/home.aspx>

SCHEDULE FOR REVIEW

This document was approved by the Governing Body in December 2015

It will be reviewed annually during the Summer Term