

St James Church of England Primary School



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SEND Policy November 2025

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1. Aims of the SEND Policy

St James' strives hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet the individual needs of pupils.
- Can learn and make outstanding progress according to their individual development.
- Are accurately assessed using appropriate assessment tools, external professionals and guidelines.
 - Have equal access to resources, provision and interventions as needed.

To meet these aims we have the following objectives:

1. Quickly identify and provide for children who have SEND and additional needs
2. Give children with SEND a voice throughout the school and help SEND pupils fulfil their potential
3. Work within the guidance of the SEND Code of Practice January 2015
4. Operate a whole child, whole school approach to the management and provision of support for SEND

5. Provide structure for the SENCO and Inclusion Team who works within the parameters of this policy and supports across the school.
6. Provide support and advice for all parents/carers and staff working with children with SEND
7. Ensure that the transition to and from St James' CE Primary School is smooth and seamless for children with SEND

2. Vision, values & context

This policy has been produced by the school Head of Inclusion, in liaison with the SEND Link Governor and Senior Leadership Team (SLT) and staff. It should be read alongside our SEND School Information Report and Local Offer (these can be found on our school website). It has been written following changes to the law and statutory guidance from September 2014 and to reflect the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015). It sets our vision and principles for children and young people with SEND and also sets out our expectations for joint working with parents, local authorities and our health and social care partners. These expectations will ensure we are compliant with both the letter and spirit of the SEND reforms and serve to improve outcomes for young people.

St James' is a larger than average London inner city primary school. We are an inclusive school, which encourages all pupils to achieve their potential through the appropriate and accurate level of support. We believe all children are unique and all children are special. We recognise each child as a unique individual with his or her own personal talents, experiences, learning styles and needs. We value their abilities and achievements and are committed to providing an effective and inclusive learning environment which promotes their intellectual and personal development. We are an inclusive school – we wish to see children of all abilities, talents and disability educated together. We aim to enable all children to participate fully in school life.

3. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definitions

Special Educational Needs

- A child 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 child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early

years providers. For a child under two years of age, special educational provision means educational provision of any kind.

The 4 Areas of Need Cognition & Learning

Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Communication & Interaction

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category.

Social, Emotional & Mental Health

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Physical & Sensory

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles and responsibilities

There are a range of people responsible for different areas of SEND within St James. Below is a brief outline of those responsible and their role. For further details relating to the different roles and responsibilities, please see the school information report which is published on the school website.

Headteacher – Works with the inclusion lead and SEND governor to determine the strategic development of the SEND policy and provision within the school. The headteacher has overall responsibility for, and awareness of, the provision for pupils with SEND and their progress alongside the inclusion lead. Works alongside the inclusion lead to ensure that SENCOs have time to carry out duties and staff have the training to ensure provision for pupils is in place. They are responsible for managing the school's notional budget and any additional funding from the LA to support individuals.

Inclusion Lead – Has oversight of all inclusion and SEND work within the school including those on the SEND register, those applying for statutory support. The inclusion lead has responsibility for awareness of the provision and progress of SEND pupils alongside the headteacher and working with the SENCOs. Works with the headteacher and the SEND governor in the strategic development and provision of SEND within the school. Leads the inclusion team within the school ensuring that all members of the team are effectively carrying out their roles. Works closely with the SENCOs to design and implement provision that is accurate and ensuring progress for pupils. Supports SENCOs in some of their day-to-day duties and works with both the LA and external professionals in ensuring pupils with SEND have the support they require.

SENCOs – Have day-to-day responsibility for the operation of the SEND policy and the coordination of provision. They work with the Inclusion Lead to help the direction of SEND and feedback impact on pupils' progress and support teachers in ensuring high quality support is in place. They help to coordinate the support for both those with SEND support and those with EHC plans working with a range of external professionals.

SEND Governor – Helps to raise awareness of SEND progress and issues at governing board meetings and works with the headteacher and inclusion lead to monitor the quality and effectiveness of SEND provision within the school. They also support with the strategic development of SEND alongside the headteacher and inclusion lead.

Teachers – Responsible for day-to-day planning and provision of SEND pupils and the progress they make. Working closely with the inclusion lead, SENCOs and support staff to assess, plan, deliver and review pupils with SEND or those they think may have additional needs. They are responsible for following the implementation of this policy and the SEND information report and communicate with parents effectively on their pupils progress.

Mental Health Lead – Is responsible for working with the inclusion lead and headteacher in the development and implementation of mental health and wellbeing support across the school. Work alongside staff to ensure support is in place for pupils and staff with any needs in this area.

Support staff – This includes teaching assistants, Learning Support Assistants (LSAs) and the school's Emotional Literacy Support Assistant (ELSA). They work day-to-day with the pupils, sharing their insights and taking the lead from teachers and members of the inclusion team on the provision for pupils with needs. This may include one-to-one work, paired work, small group work or larger groups in a range of different areas of need.

Parents/Carers – Play an important role in working in partnership with the school to identify needs, share views, comment on progress and support the pupil at home. This may include attending meetings, completing forms, meeting external professionals etc...

Pupils – Are sought for their views at every stage. What is they feel are strengths and areas to develop; what they find difficult; what helps them and what they want to achieve. The school uses a range of child

friendly ways to gather pupils views and include them in their provision and progress (e.g. pupil view forms, speaking to a familiar adult or sometimes joining meetings).

6. SEND Information Report

The school publishes a SEND information report on the school website which is updated annually and as soon as possible after any changes. This sets out how the school SEND policy is implemented and gives further details on how further support can be sought.

7. Identifying SEND

At St James' we strive to accurately identify the needs of our pupils and are careful to ensure that underachievement is not misidentified as SEN. We know that early identification can give pupils the best chance of reaching their potential and so we work as a whole school to quickly identify needs. The purpose of identification at St James is not to label pupils, but to work out what is the most effective action for us as a school to take in meeting their unique profile of strengths and needs (we consider all of their needs, not just their SEND). There are other areas that are not SEND but which may impact on progress and achievement and an important part of our identification processes is to ensure we have taken account of all of these factors in determining whether a child has SEN.

These include:

- Disability (the Code outlines the 'reasonable adjustment' duty that we have, these alone do not mean a child has SEN)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child (LAC) by the Local Authority (LA)

'Behaviour' is no longer a need under the Code and our identification processes include understanding the underlying reasons for the child's behaviour and addressing these, not focus on behaviour alone.

We use a range of strategies to identify children who have SEND:

- Some children come to school with their needs already identified by their previous setting/school or specialists working with them (e.g. community paediatrics, Speech and Language Therapy, Educational Psychologists etc...).
- We always refer to the work of these practitioners to find out what goals they have been working towards, how the child has responded and what needs to happen next.
- For other children, we first provide high quality first teaching (QTF) which includes accurate adaptation of work, observe and assess the individual pupil's response to this.
- It is only when children don't make the expected progress after having had QTF that we start to further assess whether the child has SEND.
- For example, we may analyse their work for errors they've made, listen to feedback from staff, make observations of their time both in and out of class or we may also use specialist assessments/guidance to help us pinpoint specific needs. This may also include the class teacher completing an initial concerns checklist which is then reviewed with action by the SENCOs and Inclusion Lead.
- Most importantly, we talk with the child and their parent/carer about their learning, what is working/where the gaps are and work together on setting targets – we frequently have TAC meetings to ensure transparency and a collective response to supporting pupils moving forwards.

- With all strategies, the school follows the Graduated Approach model to ensure that whatever level of support is put in place, is accurately implemented and reviewed.

8. Graduated Approach and SEND Provision

This section sets out the process by which we manage the provision for children with SEND. Our Assess-Plan-Do-Review cycle ensures that this provision remains accurate and appropriate. At every stage of the cycle, parents/carers and children themselves are involved in giving their views on what is working, what needs to change and how and the partnership with children and their families is a core aspect of ensuring we are effective in meeting children's SEND. We use a range of tools and strategies to assess pupils in different areas depending on their needs and the use this to plan appropriate next steps to support progress. We then ensure the plan is implemented consistently and review this with key people working around the child and with the pupil themselves. We then return to the cycle and repeat.

It is essential to note that all teachers at St James are teachers of SEND, and a child is only said to have SEND if they do not make expected progress once they have had the experience of high-quality personalised teaching (sometimes called Universal provision). The most important thing that all teachers and support staff provide is exemplary Quality First Teaching, and in doing so, the vast majority of children make good progress from their unique starting points. All teachers are responsible and accountable for the progress and development of the children in their class, including those children who access some support from support staff or specialist staff. High quality teaching, adapted for individual children, is the first step in responding to children who may or may not have SEND. This can be achieved through:

- regular observations of teaching and learning
- formative assessment and summative assessment
- work scrutinies
- learning walks
- parent-teacher meetings
- pupil progress meetings
- data reviews

The quality of what we offer children is reviewed (including for those children at risk for underachievement). Through the phase system of the inclusion team, subject leads and the Senior Leadership Team we support every teacher's understanding of strategies to identify and support potentially vulnerable children and pupils who are not making progress as expected.

If, after quality first teaching, a pupil is still not making the progress expected, usually the decision is then taken to provide additional or different support for that child, above what would be expected through high quality differentiated and personalised teaching. This may be additional support from the teacher or through individualised/small group interventions provided by a class teacher or teaching assistant which is led by the teacher. This is sometimes referred to as **Targeted** provision as it is targeted at a specific group of children and draws on extra resources within the school.

If a child's needs require a more intensive level of support than can be provided at Wave 2, the teacher and SENCO liaise together to (a) review what has been provided and the child's response to this, (b) determine what additional assessment/intervention may be required to make progress and (c) establish what the best next steps are. This may include the SENCOs undertaking additional assessment or observations of the child and advising the teacher further on teaching and learning approaches. It may include commissioning external agency assessment and intervention support (e.g. from a Speech and Language Therapist [SALT] or Educational Psychologist [EP]). External professional support, or provision that is of a more intense nature is considered to be **Specialist** provision.

A child who receives additional and different provision to ensure they make adequate progress is considered to have a SEND. The class teacher has responsibility for the delivery of this SEND provision,

but liaises with the SENCO who maintains a whole school overview of SEND provision through our provision management systems and with support from those within the SEND team.

9. Managing pupils with SEND

There is now a single category of need – SEN Support. Through TAC meetings, progress checks, reviews and target setting, we constantly review the level of support pupils need and the impact this is having on their progress which then allows us to either escalate or de-escalate their level of support. This allows us to break down the Graduated Approach into manageable chunks for parents/carers and teachers, as well as retaining a system of escalating and deescalating provision as determined by the child's needs.

Through the use of Arbor and Provision Map (both online portal systems), we have clear system in school that accounts for SEN Support and pupils with an EHCP. The system includes the children with specific targets, how long for, the intended outcomes, baseline and expected levels of progress. Individual provision maps are a key factor in both removing barriers to learning swiftly and effectively and in showing more finite levels of progress. The SENCO works with the class teachers, the SEND team, external professionals and SLT to maintain the provision, and with the team working with a child and their family. Class teachers hold ultimate responsibility for evidencing progress according to the outcomes described in the provision. Pupils' individual plans are updated termly and are reviewed in termly progress meeting where the provision map for each pupil is reviewed and updated. Class teachers usually meet with parents/carers just before the progress meetings to ensure the parent/carer is fully included in any review arrangements. They also have responsibility for seeking the child's views on what's worked, what hasn't and what could happen next. The teacher feeds back to the inclusion team on what has worked for each child and whether adequate progress has been made. If a class teacher does have concerns regarding progress, they can complete an initial concern form to aid them in narrowing the focus of need and implicating factors. This is then submitted to a member of the inclusion team who review it and implement the appropriate level of support. The SENCOs also support some teachers in completing Assess, Plan, Do & Review forms for pupils who have a wider range of support. If a child requires a further period of targeted provision, or an escalation to specialist provision, it is discussed and agreed at this meeting and the provision map is reviewed accordingly. The class teacher or SENDCo then feeds back to the parent/carer; and seeks parental consent if an external agency assessment/intervention is required.

Commissioning Support from External Agencies

The school works closely with a range of external agencies in ensuring all pupils with SEND make progress. These include private Speech and Language Therapists, local authority Educational Psychology (EP) support, Community Paediatrics, Southwark's Autism Support Team, Audiology, Visual Impairment team, advisory teachers from the LA (including Teachers for the Deaf), Physiotherapy, Occupational Therapy (if there is a medical need), Child and Adolescent Mental Health Services (CAMHS) and so on. If we are unable to fully meet the needs of a child through the support we have available in school, one or more of these specialist services are engaged with. Access to these services varies, depending on how it is funded. For example, the school purchases its own speech and language services privately. The SENCO oversees all requests for support from external agencies, ensuring that work is completed on time and meets the requirements of the child, parent/carer and school staff. This is reviewed and included in the SEND audit.

Sourcing additional funding/support

If parents/carers and school staff judge that a child requires more help than the school can provide, there is the option of asking the local authority for an assessment to decide whether an Education, Health and Care Plan (EHCP) is needed. Having an EHC Plan means a child needs a level of individualised support that cannot be provided from the budget available to the school. It also usually means their needs are

more severe and their needs are often across more than one area of need (as described in the SEND Code of Practice).

To access such a source of support:

- The school (or parent/carer) requests that the local authority carries out an assessment of the child's needs. This is a legal process which would set out the amount of support that will be provided for the child if they had an EHC Plan or SENDIF funding (for pupils in the Early Years).
- After the school have sent in the request to the LA, they decide whether they think the child's needs are complex enough to need an assessment. If this is the case they ask the parents/carers, school and all professionals involved with the child to write a report outlining the child's needs. If they do not think the child needs this assessment, they ask the school to continue with school-based support
- After the reports have all been sent in, the LA decides if the child's needs meet the threshold for long-term additional support beyond that of school usual budget. If this is the case, they write an EHC Plan. If not, they ask the school to continue with school-based support and also set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.

Further information about EHC Plans and requesting them is available from the relevant Local Authority's local offer (see school website for link).

Criteria for coming off the SEND register

The class teacher and SENCO ensure that the child no longer has SEND before deciding to remove them from the SEND register. This includes identifying why they were on the register in the first place, isolating the specific needs, the provision that was made to meet those needs and determining whether this had the desired impact and the child is now making adequate progress. The class teacher must be confident that their needs may now be met through Wave 1 quality first teaching. The next step is to then include parents/carers in a discussion about exiting from the SEND register – explaining that either the child has a gap in learning that can be met through other mechanisms (not SEN Support) or that the provision has had the desired effect in removing barriers to learning and SEN Support is no longer necessary. Staff must make clear to parent/carers that the child continues to receive personalised support where necessary. Once this has been discussed and agreed, the SENCO updates the register on Arbor accordingly.

10. Assessment and monitoring pupils with SEND

The provision we make for children with SEND is carefully monitored and evaluated as part of how we appraise the quality of provision we offer all children. Work scrutinies, learning walks, observations of lessons, interventions and individualised provision (including quality first teaching), analysis of progress data and so on are all important aspects of how we monitor our practice. We include parental views on the provision made through surveying parental opinion about their involvement, what we are doing well and where they see we could improve. Pupil views are also sought in varied ways to give all pupils, regardless of need, the chance to have a voice. The SEN link governor plays a key role in monitoring and evaluating provision for SEND and meets with the SENCO to review the SEND provision and related data and to challenge us to do even better for our children with SEND.

Pupils with SEND are assessed using National Curriculum criteria for Reading, Writing, Numeracy and Science. However, some pupils need more finite and targeted levels of assessment and for this the school uses individual provision plans which have SMART targets. The targets are then teacher assessed using an assessment tool on EduKey. This information is shared with parents and reviewed to ensure that all pupils are making outstanding progress from their individual starting points.

11. Supporting Children and their Families

There is further information about support available in school to families of children with SEND in our 'Information Report'; and there is also information about the LA-wide services available included in the relevant local offer. Our offer also details other helpful information such as: admissions arrangements, access to examinations, transition and so on. The school also hold SEND coffee mornings throughout the year to support families and has a range of literature on the school website.

12. Training and Resources

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff undertake training and continuing professional development. The training needs of staff are identified in a variety of ways: induction, ECT mentoring, performance management, questionnaires, observation and feedback, scrutinies, coaching and so on. Some training is planned based on the needs of all staff (e.g. familiarising everyone working in the school with the SEND Code of Practice) and others based on the type of role they carry out/children with whom they work (e.g. TEACCH training for staff working closely with children with autism).

All teachers and support staff undertake induction on taking up a post at St James and this includes a meeting with the SENCO to explain the school's systems and structures in place for SEND, and to discuss the needs of any individual children with whom they will be working. The school SENCO is qualified with the Post Graduate Certificate National Award for SENCOs (NASENCO), which is a statutory requirement for all schools.

13. Storing and Managing Information

Arbor is the main database for storing information about children. Case records are maintained for all children with SEND and are governed by our filing and record-keeping procedures, as well as the school's approach to Information Management and in compliance with GDPR regulations.

14. Reviewing the Policy

The policy is kept under regular review and termly governor support and challenge meetings, as well as progress and staff meetings, provide frequent opportunities to monitor its implementation as well as areas that require development.

There is a formal review that takes place annually and is led by the SENCO, in consultation with SLT, and includes the voice of children, parents/carers and staff.

15. Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act, places a duty on us to increase over time our accessibility to children with disabilities. We have an accessibility plan which outlines how we are going to achieve this, and some of the areas we have/are working on. The school has interactive whiteboards in every classroom and there is access to laptops and iPads for all children.

Alterations and amendments to the environment are made within reason to ensure all pupils are included and have access the broad curriculum offered at St James.

Please see the accessibility plan for further information.

16. Dealing with Complaints

We hope that every parent/carer is happy with what is in place for their child. If they have anything you are not sure about, or have a concern with, the first thing to do is always discuss this with the child's class teacher. In most instances, issues are resolved at this stage. However, if they remain unhappy, they can also speak to the SENCO, members of the Senior Leadership Team (SLT). Copies of the school's complaints procedure are also available on the school website.

17. Bullying

At St James, we are aware of the increased risk pupils with SEND have with regards to bullying. We work hard to foster good relationships between all children, staff, parents/carers and the wider community. Positive relationships based on respect, listening and empathy are at the centre of what we do; and children are both explicitly taught and expected to behave in ways that foster and enhance relationships and connections with others. Children are given the responsibility to develop and maintain relationships, and consequently to develop their own strategies for avoiding and resolving conflict. All staff recognise and praise good behaviour as well as deal with inappropriate behaviour in a consistent and clear fashion – further details of our approach to behaviour management are included in our policy. Our approach to dealing with oppressive behaviour is predicated on:

- respect for one another
- a belief in the role of education as a positive force for social justice
- explicitly teaching that our actions have consequences for ourselves and others
- Actively teaching and supporting pupils to resolve conflict and work together with all our differences.

We recognise that this must permeate the whole school environment and be consistently reinforced by staff, parents/carers and older children who set a good example to the rest. We proactively gather intelligence about issues between children which may provoke conflict and develop strategies to prevent concerns arising in the first place. Further information about our approach to bullying is outlined in that policy.

Cyberbullying

We have a strategic approach to e-safety in the school, and based on our recent surveys of children's use of technologies at home, we are aware that the medium for cyber-bullying has grown exponentially. Oppressive behaviours that exploit digital and mobile technologies can happen at all times of the day and night, with a potentially bigger audience and more accessories and content can be forwarded almost instantaneously. As such, children, staff and parents/carers are expected to be mindful of online behaviour and adhere to the same high standards of care and respect for one another when using phones and the internet (including email and social networking). While we recognise that adults and children may engage in such behaviours; the standards we expect adults in the school (teachers, support staff, volunteers, etc.) to adhere to are outlined in our Code of Conduct. As with many aspects of working with children, especially those that may be vulnerable, we take a whole school approach to prevention and take a developmental, targeted and graduated approach where there are concerns.

18. Other Important Documents

Please read this policy alongside our SEND School Offer, which also incorporates our SEND Information Report. This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: DfE Advice for Schools (2013)
- SEND Code of Practice 0-25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014), and out related school policy
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards (2013)