

Special Educational Needs and Disabilities Policy 2025

Introduction

St. James' Catholic Primary School has two named Special Educational Needs Co-ordinators (SENcos) and a named Governor responsible for Special Educational Needs (SEN) who ensure that the St. James' Special Educational Needs policy works within the guidelines and inclusion policies of the Children and Families Act and its SEND Code of Practice (2015) together with the Equality Act 2010, the Local Education Authority and other policies current within the school. This document is a statement of aims, principles and strategies for provision for children with Special Educational Needs and Disabilities (SEND) at St. James' Catholic Primary School. It has been developed as a result of current practice and future directions in consultation with Staff and Governors. This policy will be reviewed every year.

What are Special Educational Needs?

There are four areas of need as identified in the new Code of Practice (September 2015).

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and physical

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. (Taken from 2015 SEND Code of Practice: 0 to 25 Years.)

Children with Special Education Needs or Disability (SEND) may be offered additional support through resources, small group or 1:1 activities. The school recognises that the needs of high achieving children should also be catered for and are recognised as a 'special educational need'. This SEN policy details how, at St. James' we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Purpose of the Policy

This document provides a framework for the identification of and provision for children with special educational needs and disabilities. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision, and are confidently committed to providing a broad and balanced curriculum. The revised Code of Practice offers guidance on the content of SEND Policies. This document conforms to these guidelines, although the format differs from that set out in the Code of Practice.

The aims of this policy are:

- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfill their statutory monitoring role.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.

- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with parents, health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To work in co-operation and productive partnerships with parents, the Local Education and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Responsibilities

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work toward the school's aims by:

- Determining the school's general policy and approach.
- Being fully aware of the school's procedures for identifying assessing and making provision for pupils with special educational needs.
- Indicating a commitment to a partnership approach to provision.

The Governing Body with the Senior Leadership Team work towards the school's aims by:

- Taking responsibility for devising and implementing this SEN Policy.
- Monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- The SEND governor meets with the SENCos to monitor the detailed implementation of SEND policy and reports back to the governing body at its meetings.
- Informing parents (via the school website) about the success of the policy, any significant changes to it, resource allocation and consultation with the LEA and with other schools.

The Headteacher works closely with the SENCos to co-ordinate provision.

The SENCos work towards the school's aims by:

- Managing provision for children with special educational needs.
- Managing the day-to-day operation of the policy.
- Co-ordinating the provision for and managing the responses to children's special needs.
- Supporting and advising colleagues.
- Building good relationships and liaising with families, external agencies, other professionals and the local authority.
- Overseeing the records of all children with special educational needs.
- Monitoring and evaluating the special educational needs provision, and reporting to the governing body.
- Managing a range of resources to enable appropriate provision to be made for children with special educational needs and disabilities.
- Contributing to the professional development of all staff.
- Arranging transition meetings and reviews.

Teachers work towards the school's aims by:

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.

- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- Liaising closely with the SENCos in the identification of and provision for pupils with SEND.

We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Children are involved at an appropriate level in setting targets for themselves and in review meetings. Children are encouraged to make judgements about their own performance against their targets.

Inclusion

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

All staff have a responsibility to promote inclusion.

- It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- All children have a right to individual help and respect from their teachers and other staff.
- All children should have access to all aspects of the curriculum at their level.
- The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCos and all other members of staff, particularly class teachers and teaching assistants have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. The school will assess each child's current levels of attainment termly in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCos will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties, working with outside agencies and other professionals where needed.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in the command of English or arises from special educational needs.

The Early Help Assessment

The Early Help Assessment (EHA) is employed when a multi-agency approach to supporting a child's and family's needs is required.

Most SEND children will not need an EHA. EHAs are for children and their families with additional needs who, according to the judgment of practitioners require extra support to help them achieve.

The EHA process involves a series of stages:

- Gathering of basic details of the child being assessed, details of parents/carers, current family and home situation, services working with the child and assessment information.
- Undertake assessment and record a summary, identify conclusions, solutions and actions, including who will do what and when progress will be reviewed.

If SEND children do not need an EHA, person centred planning will be used to monitor their needs and progress.

Strategies for the Provision of Curriculum Access

- To teach a broad and balanced curriculum for all children.
- To ensure that all pupils with SEND join in all the activities of the school so far as this is reasonably practical.
- To ensure that a differentiated curriculum is offered to all pupils of the school, and that assessments are used to inform the next stage of learning.

Where appropriate this may involve:

- The provision of mechanical aids to support learning.
- Adaptation of the material presented to a group within the class (increased differentiation).
- The provision of specific targets which break learning down into steps manageable by the particular child.
- Periodic withdrawal either individually or as part of a group as part of a group to maximise learning.
- Any reasonable adjustments to the curriculum.

Access to Extra-Curricular Activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs, but individual adaptations may be necessary to meet their needs.

Monitoring and Review

- All special educational needs and disabilities are identified promptly and addressed by the appropriate application stages of response.
- The SENCos monitor movement of individual children between stages in conjunction with parents and carers.
- The SENCos are involved in supporting teachers involved in drawing up specific targets for children.
- The SENCos and the Headteacher hold regular meetings to review the work of the school in this area.
- The SENCos and the named governor with responsibility for special needs also hold meetings.
- The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCos or Headteacher reports the outcome of the review to the full Governing Body.

Admissions

We ensure that all children are admitted to the school in accordance with the School Admission Policy. We negotiate with parents of children with SEND and with other professionals, in order to meet the best interests of the child. We make every effort to provide any necessary adaptations possible within the constraints of the school budget.

Partnership with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. Once a child has been identified as having SEND, the class teacher will invite parents to a meeting to:

- Formally let them know that their child is being placed on the SEN Register.
- Discuss the assessments that have been completed.
- Agree a plan and provision for the next term.

This is part of the graduated approach cycle of Assess, Plan, Do and Review required in the Code of Practice.

Depending on their age and their interest the child may be invited to attend all or part of the meeting. Records are kept of these meetings and will be made available to parents. Thereafter, parents and children are invited at regular intervals to review progress made, set new targets and agree provision for the next term.

Education, Health and Care Plan

If, through monitoring, it is shown that a child's needs are greater than can be accommodated for through high quality, targeted support at Pupil Support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's attainment is so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- If there is a concern about a child's emotional social or mental needs or a communication or language difficulty.

In order to apply for an EHC Plan, the school will call a meeting for parents and the child, together with any education, health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations, as well as the barriers and needs they face. Following the meeting, the Local Authority will produce the EHC Plan which will record the decisions made at the meeting.

Governors

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. The Governor with particular responsibility for SEND meets with the SENCos at least termly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Tameside's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Please read in conjunction with the schools SEN Information Report and Disability Access Plan which can be found on the school website.