

Saint James Church of England Primary School

Special Education Needs Policy

It is recommended that this policy should be read alongside our policies for inclusion and equal opportunities and the Saint James' SEN information Report.

Audience:

This policy is for the children, parents, staff and the governors of Saint James Church of England Primary School (Handsworth).

Equal opportunities

We at Saint James Primary school will continuously strive to ensure that everyone on our site is treated with respect and dignity. Each person will be given fair and equal opportunity to develop their potential, with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. We endeavour to ensure that all children, including those with SEN, play a full part in the daily life of the school and are encouraged to join in all activities. We have an inclusive ethos with high expectations, suitable targets and a broad balanced curriculum for all children.

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. The curriculum is adapted to suit the needs of children where appropriate.

Definition of Special Educational Needs and Disability (SEND)

Special Educational Needs:

The school has regard for the definition of SEND as stated in the 'SEND Code of Practice: 0 to 25' (2014, p15-16, section xiii):

'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.'

This special provision is 'additional to' or 'different from' that which is available to all children.

'A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools...'(SEND CoP, 2014, paragraph xvi)



A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xvi. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).’ (SEND CoP, 2014, p15-16).

Children finding access to the curriculum difficult, solely because of a difference of language between home and school are not considered as having learning difficulties. However, these children are closely monitored.

Disability:

The ‘SEND Code of Practice: 0 to 25’ (2014, p16, section xviii) states:

‘Many children and young people may have a disability under the Equality Act of 2010- that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day tasks’...This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions’.

A child or young person with such, above mentioned, conditions may not necessarily have SEN but if the nature of their disability requires them to have special educational provision, i.e- visual aids or specialist equipment, they will also be covered by the definition of SEN.

The Aims of our SEN policy are:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met.
- To ensure that parents are informed of their child’s special needs and the provision being made. Parents are encouraged to discuss any issues and concerns with the class teacher/ Special Educational Needs and Disabilities Lead (SENCO)/ phase leader/ deputy head teacher/ head teacher/ SEN Governor.
- To ensure that learners express their views and are fully involved (where appropriate) in decisions that affect their education. We will adopt pupil centred approaches where this occurs.
- To involve outside agencies when appropriate and work in effective partnership with them to provide the best provision for all our children with SEND.

We believe that **all** practitioners are teachers of children with SEND and as part of quality first teaching they adapt and differentiate their teaching and learning opportunities according to the needs of the children within their class or under their supervision at all times.



Our procedure of identification and determining needs.

The school is committed to the early identification of children with SEN and liaises with pre-schools and nurseries on transition to Reception. We also welcome information from parents which may alert us to any such needs.

Progress is continually monitored using a range of assessments including: observations, baseline assessments, the developmental bands from birth to 5 years (Developmental Matters), the Early Years Foundation Stage Profile, standardised tests and the National Curriculum age related programmes of study. It is this on-going assessment process which enables the early identification of any children who are making slow progress or are attaining at a level *significantly below* their peers. These children are raised as a concern and additional provision and interventions are set up as appropriate to support the needs of the child.

Formal assessments in English and Mathematics (see assessment policy) provide information on attainment levels. The tracking of children's data allows teachers to identify children making limited or no progress and alerts them to the areas of difficulty that a child may be experiencing. Senior staff regularly monitor the results of these assessments and hold termly Child and Progress (CAP) meetings with the class teachers. During these meetings the children's progress, attainment and needs are discussed.

Class teachers that feel they may have a child experiencing difficulties within English (speaking and listening, reading and writing) are encouraged to complete the Birmingham LEA *Language and Literacy Toolkits* to identify the '*gaps*' in learning. This continuum helps provide a series of small steps to learning.

For Mathematics we use our knowledge of the child, their rate of progress and their attainment to assess their level of need and to inform the provision we plan for them. For the small group of children who appear to have significant learning needs in mathematics we use Birmingham's *Math's Toolkit* to identify the '*gaps*' in learning. Teachers will then create activities to help bridge these gaps.

Once staff have identified the children they feel need additional support or special provision, the SENCO will take responsibility for gathering information, informing parents and co-ordinating any additional provision required, **in consultation with** the class-teacher.

The **SENCO**, who is line managed by the head teacher, is **Mrs Pamela Nandra**.

The SENCO keeps a regularly updated Database (register) of any children with special educational needs. Children with behavioural needs or a disability are also added to this database/ register.

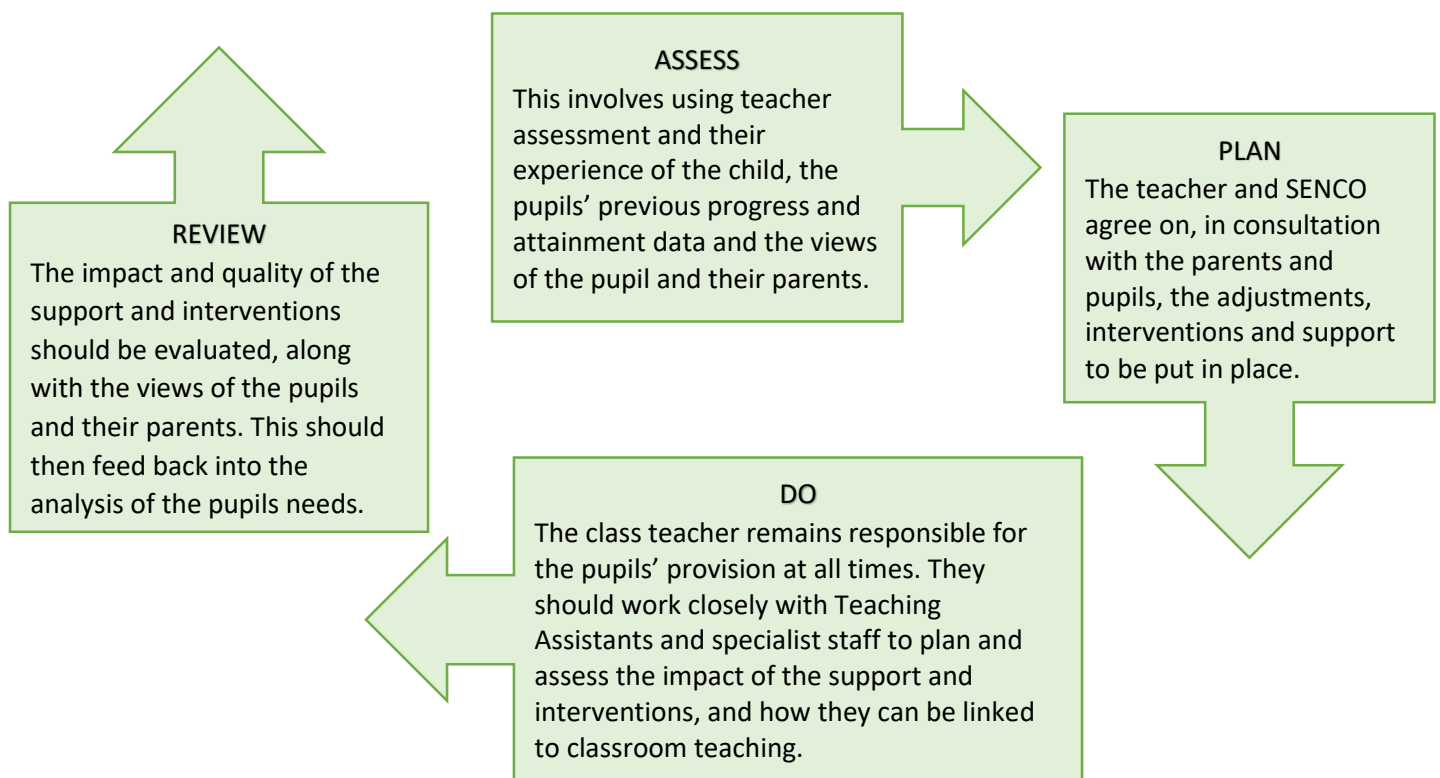


Our Graduated Response to meeting the needs of children with SEND.

As outlined in section 6.36 (SEND CoP, 2014) high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have a SEND. Additional intervention and support cannot compensate for good quality teaching.

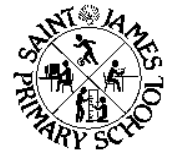
Where a child is identified as having SEN, school should take action to remove barriers to learning and put effective special educational provision in place.

Saint James CE Primary School adopts the *graduated approach* to SEND as recommended in the SEND Code of Practice (2014, 6.44- 6.56). This is centred on an Assess → Plan → Do → Review approach.



The provision for children identified with SEN is recorded on a 'Provision Map' as part of their provision management. **(For more information regarding Provision Mapping please see the 'Provision Management' section below).**

If a pupil continues to make less than expected progress or where they continue to work at levels substantially below that expected of pupils of a similar age, despite evidence-based support and interventions that are matched to their area of need, the school in consultation with the parents/ carers, may conclude that further specialist support and advice is needed.



The SENCO and class teacher, together with the specialists, consider a range of effective teaching approaches, equipment, strategies and interventions to support the child's progress.

Outside agencies that may be involved are:

- Educational Psychologist (Miss Rebecca Prosser)
- Pupil and School Support (Ms Kerrie Green)
- Communication and Autism Team (Mrs Rebecca Hitchens)
- Behaviour Support services – COBS- (Ms Nicole Brookes)
- Speech and Language therapy (NHS SALT- Miss Tahmeena Akthar)
- Speech and Language therapy (Soundswell – Alexandra Sharp)
- Sensory Support Visual impairment
- Sensory Support Hearing Impairment
- Wilson Stuart outreach -*physical disability*
- Special School Outreach Support (various caseworkers)
- Bouncing Statistics mentoring to support behaviour and well-being (Jason)
- Child and Adolescent Mental Health Service (CAMHS)
- Forward thinking Birmingham
- Community paediatricians, G.P's or other doctors/ consultants as necessary.

In all cases, when a referral is made to outside agencies the permission is sought from parents and carers. It is usually the SENCO that makes these referrals. Any agreed actions identified to support the child, or discussions with these agencies, are to be recorded and shared with parents and teaching staff.

Further action: SEN Support Plans (SSP) and Requesting an Education, Health and Care needs assessment (EHCP)

Some children, considered as having a high level of need or a very specific need may have an *SEN Support Plan* drawn up with the support of the outside agencies/ specialist services to address the areas highlighted. The *SEN Support Plan* outlines outcomes (targets) to be worked on over a period of 12 months and the provision put in place to achieve them.

In very few cases it may be necessary for the school to consider, in consultation with parents/ carers and outside agencies involved, whether an Education Health and Care (EHC) assessment may be necessary. We use the LEA guidance to help make such decisions. An EHC plan request form is completed and all supporting evidence is sent to the *Special Educational Needs Assessment and Review panel* (SENAR). If, in rare cases, the child's needs are considered complex and severe, an *Education Health and Care Plan (EHCP)* may be issued by the LEA.

The review processes for pupils with a SEN Support Plan or Education Health Care Plan (EHCP) must take place every twelve months- annually. At such annual reviews all the professionals involved with the child, their parents and the child (where appropriate) will meet to evaluate



the effectiveness of the provision in place and explore next steps/ new desired outcomes for the next twelve months. A new SEN Support Plan is written or recommendations are made of any changes needed to the EHCP.

We set up termly targets for the children in the form of 'My Targets' and/ or an Individual Target Plan generated from the Language and Literacy Toolkits. These have replaced, but work similarly to, Individual Education Plans (IEP's). They reflect and break down the provisions identified on the SSP or EHCP and are additional to or different from the usual curriculum targets set. The class teachers take responsibility for devising the daily provision. Parents/ carers are informed on a termly basis of their child's progress and are invited to discuss the targets or to suggest any targets or strategies that they wish to contribute via a short questionnaire. The targets set are under continual review to ensure that they are appropriate, achievable and allow the child to succeed in making progress.

Provision Management

The class teachers initially meet with the SENCO via an Additional Needs meeting to discuss the needs of the class and specific provision that is required. Teachers must take account of advice given by any external services when setting up interventions.

All SEND provisions are recorded on a class Provision Map (via Edukey). The map identifies the additional support the children require to access their learning. It outlines the desired outcomes the children will be working on and sets out any arrangements set up that are additional to and different from the usual curriculum/ learning opportunities, i.e. additional support, interventions or specialist support. Parents/ carers are informed on a termly basis of their child's progress and are invited to discuss the targets or to suggest any targets or strategies that they wish to contribute via a short questionnaire. Parents are also able to arrange a meeting with the SENCO and/ or class teacher to discuss the provision in place.

The impact of these interventions will be monitored closely through measuring the progress made by the children it affects. This will support the overall Provision Management of SEN; allowing the SENCO to see how effective particular interventions are in securing successful progress for children. Currently the measure for progress is done via tracking their bands progress on the *Birmingham Language and literacy toolkit continuums*. The AET Autism Progression Framework is also used in very specific cases. **How we measure and track progress is continually under review.**

Behaviour Plans and Management Plans:

For children on the SEND database for behaviour only, a 'My Targets' sheet is completed which identifies the behaviours we'd like to see. They may also have a one-page profile which incorporates the child's likes, dislikes, triggers and their suggested ways of how people can support them with their behaviour.



Management Plans are commonly drawn up for pupils with medical needs or disabilities where their need impacts their access to learning and thus requires them to have special educational provision, i.e- visual/ hearing aids or other specialist equipment or adaptations to the learning environment that are not typical. For medical needs this may be that the child requires daily medication, an adapted daily routine and/ or has particular dietary requirements. These Management Plans are usually developed with the support of the school nurse or other outside agencies.

One-page Profiles

These outline what the child likes, dislikes, the nature of their need, what helps them learn and what can prevent them from learning. They may also include long or short-term targets and are written in consultation with the child. These are currently in place for our highest needs children and those with behaviour needs, long term needs such as autism (ASD) and for those who appear to require adaptations to the learning environment/ approaches but who do not have an explicit educational need that requires specific targeting and monitoring.

Partnership with Parents

Parents/ carers are notified of any concerns as they arise and there is always a willingness to listen to issues brought forward for discussion.

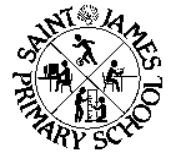
Parents/ carers of children with SEND are updated regularly on their child's progress and any additional provisions they may receive. This is done through the review of targets which are sent home termly. Parents are invited to discuss the feedback given in the review with school if they wish to do so and their opinions/ suggestions are sought via a parent questionnaire which accompanies the review when sent home.

On-going conversations between parents/ carers and staff at school is another way the school may share information or concerns as well as through parent's evenings or more formal meetings between school and parents/ carers. The SENCO or other staff members involved with the child may also attend these meetings.

Parents and Carers meetings: Parents of children with higher level needs are met with termly, via Parents and Carers meetings. These meetings run alongside parents evening, they are usually thirty minutes long and will involve the class teacher, learning support assistant (where appropriate), the pupil, the SENCO, and the parent/ carer. During these meetings the child's progress is discussed and the views of the parents and pupils are sought, this is then used to inform the planning of future provision for the child.

Pupil Participation

Children have a right to receive and make information known, to express an opinion, and to have that opinion taken into account in **any** matter that affect them. The views of the children



in school are given regard according to their age, maturity and capability. Children with SEND have the same access to all school activities (i.e- clubs, school council, trips...) than children with no SEND.

All children accessing special educational provision participate where possible, in the decision making processes, including setting targets, contributing to their next steps in learning, discussing their choices, assessment of their needs and in the review procedures.

Transition Procedures

Transition Reviews:

Children with an Education Health Care Plan (EHCP) will have a *Transition Review* in the Autumn or Spring term of Year 5. At this meeting parents, professionals and the child (where appropriate) explore suitable secondary placements for the child and whether a change of provision or placement is needed from mainstream school to a specialist resource base or a special school.

The meeting aims to be helpful in guiding parents/ carers and pupils to visit appropriate secondary schools before they make any decisions about a secondary school placement. Information on schools with Resource Bases and/ or Specialist schools will be given by the relevant professionals.

Transition to Secondary School:

For all children with an identified SEND, the primary SENCO will liaise with the SENCO of the receiving secondary school, who is also invited to the child's last review of learning at St James CE Primary School.

Monitoring the needs of staff

In a bid to ensure that teachers and teaching assistants feel confident to deliver high-quality teaching, which is differentiated effectively for individual pupils, the SENCO arranges any whole school or individual staff training around SEND as and when needed. (i.e. Visual Impairment (VI) training, precision teaching, Downs Syndrome Awareness or Autistic Spectrum Disorder (ASD) training for those working with children with such needs).

Monitoring of this Policy

The Head Teacher and Governors of Saint James CE Primary school have overall responsibility for ensuring that this policy is implemented and that the necessary provision is made for any child with SEND. **The SEN Governor is Miss Jodion Elliott.**

The SENCO will review the policy annually and make adjustments to reflect any changes in legislation, procedures or management of provision.



Other sources of further Information: The Saint James SEN information Report (on the school website and as a hard copy).

Policy written by Mrs Pamela Nandra (SENCO). Updated in March 2025

The next review: March 2026