



Special Educational needs and Disability (SEND) Policy

St James'
CofE Primary School

This policy has been adopted by the governing body of
St James' CofE Primary School.

It will be reviewed annually or as required
Last reviewed September 2024



Section 1: Main contact details and policy key dates

The SEND team at St James' are:

SENDCo – Miss G Gaskell

- SEND Buddy Governor: Paula Dwan

Other key personnel:

- Curriculum Lead: Mrs C Ratcliffe
- Pastoral Lead: Mrs T Gaffney
- Headteacher: Mrs A Jackson

Contact details:

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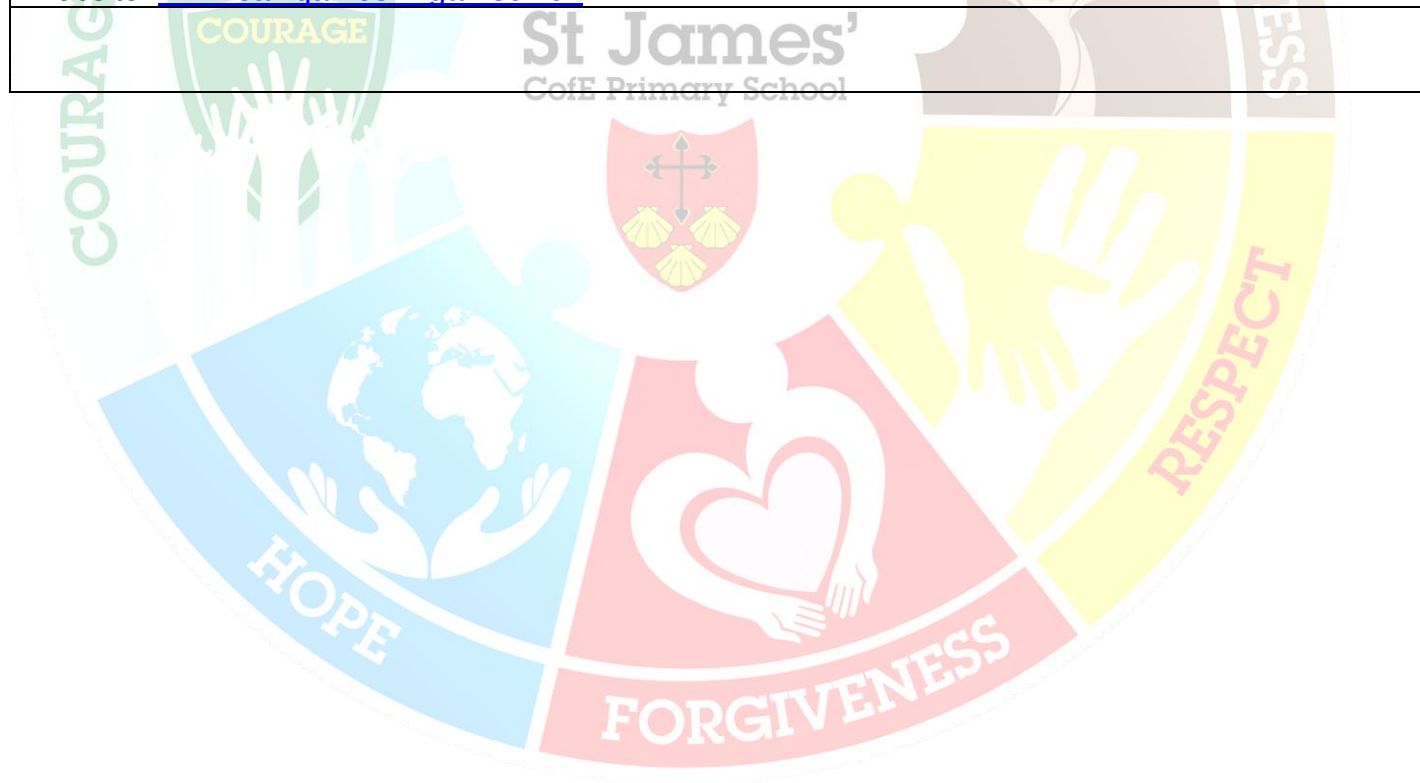
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Section 2: Legislative compliance

2.1 This SEND policy complies with the 2014 children and Families Act and the statutory requirement laid out in Paragraph 3.66 of its SEND Code of Practice 0-25, together with:

- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory guidance for supporting pupils at school with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, September 2014
- Teachers' Standards 2012

The policy has been devised by collaboration between Special Educational Needs and Disabilities Co-ordinators (SENDCos), across the WOWS consortium. Professionals within all schools have been involved in consultation, including teachers, governors and support staff as well as parents and pupils.

2.2 All of our school policies are interlinked and should be read and informed by all other policies. In particular, St James' has policies in place for: Safeguarding and child protection; Attendance; Behaviour management; Anti-bullying; Medical needs and medicines; Intimate care; and Curriculum (see website).

2.3 Our School Information Report sets out how we implement our SEND Policy and how we meet our duties under the Equality Act 2010. It can be found at our school website, as above. Our Pre-school has its own Report, which can be found on the Wigan Council website, under

2.4 The Department for Education (DfE) has published a Guide for Parents on the SEND Code of Practice, which can also be found via our school website.

Section 3: St James' school profile and mission statement

3.1 School profile

St James' is a Voluntary Controlled mainstream primary school with a combined community 2 year old nursery and pre-school.

3.2 School Vision Statement

Luke 1:37 "For with GOD nothing shall be impossible".



Section 4: Aims and objectives

Aim

At St James', we acknowledge one overriding aim: to ensure that we provide a fully inclusive, appropriate and challenging education for all pupils, regardless of age, ability, gender, sexuality or ethnicity.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To raise aspirations and ensure high expectations for all pupils.
- To ensure that every child experiences success in their learning and reaches their full potential.
- To enable all children to participate in lessons fully and effectively.
- To involve children in decision making and in the development of their learning.
- To value and encourage the contribution of all children and families to the life of the school.
- To support parents in their journey of education with their child.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

Our 'LEARN Curriculum' Key Principles:

The St James' LEARN curriculum.

L	Love Jesus	
E	Equality for Everyone	
A	Attend every day	
R	Reach for the stars	
N	Never give up	



School Aims – How we LEARN

Our **LEARN** curriculum ensures that our children are successful in learning and in life, no matter what their starting points and barriers to learning may be by:

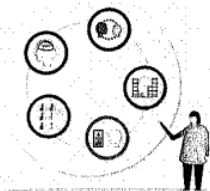
- Promoting positive partnerships to support the families of our school who speak 15 different languages and who come from many varied faiths and none. So that ALL our pupils are settled in school and ready to **LEARN**.
- Providing nurture, emotional, financial, and spiritual support to our pupils and All stakeholders. So that families and children are fully supported and are in the best place they can be and ready to **LEARN**.
- By understanding our community and thus providing learning opportunities in environments which promote reading, oracy, and the constant development of vocabulary. So that our pupils are equipped with the skills they need to flourish in life and **LEARN**.
- By providing dedicated nurture spaces to offer emotional and practical support to meet the needs of ALL of our pupils thus allowing them to **LEARN**.
- A curriculum which will be inclusive, aspirational, and relevant and respectful to the culture and customs of our children and families. So that our children want to come to school, are engaged with their individual needs met, and experience a full and varied range of opportunities to enrich their lives and **LEARNING** experience.

Because we truly believe that '**For with God nothing is impossible**'



High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



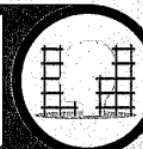
2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



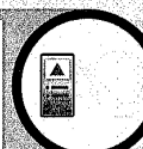
4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.





Section 5: Identifying and defining SEND

Identification

5.1 The 2014 Code of Practice says that:

5.2 A person has SEND 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.

2014 SEND Code of Practice: 0 to 25 years – Introduction xiii and xiv.

5.3 Special educational provision is any educational or training provision that is additional to or different from that made generally for other pupils of the same age. This means provision that goes beyond the differentiated approaches that would normally be provided as part of good teaching and learning. Pupils may be identified at St James' as having long term and significant SEN/D if they are not making sufficient progress despite this high quality provision,

and if all relevant and purposeful interventions normally provided to pupils who are falling behind have proved to have little or no impact.

5.3 The 2014 Code of Practice refers to four categories when describing children who may have Special Educational Needs:

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

Detailed descriptions can be found at

<http://www.wigan.gov.uk/Docs/PDF/Resident/Education/Special-Educational-Needs/Professionals/HEfA-Document.pdf>

5.4 What is not SEN?

A child may have potential barriers to learning that are not SEN but which may have an impact on their progress and attainment. These barriers include:



- Disability - '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' (Equality Act 2010). This definition includes sensory impairments affecting eyesight/hearing; and long-term health conditions, such as asthma, diabetes, epilepsy and cancer. Children with such conditions may not have SEN but there tends to be an overlap between children with disabilities and those with SEN, and in such cases, a child will be covered by the SEN definition.
- Attendance and punctuality
- Health and general wellbeing

English as an Additional Language (EAL)

- Being in receipt of Pupil Premium Grant (PPG)
- Being a Child Looked After (CLA)
- Having poor behaviour without any underlying condition.

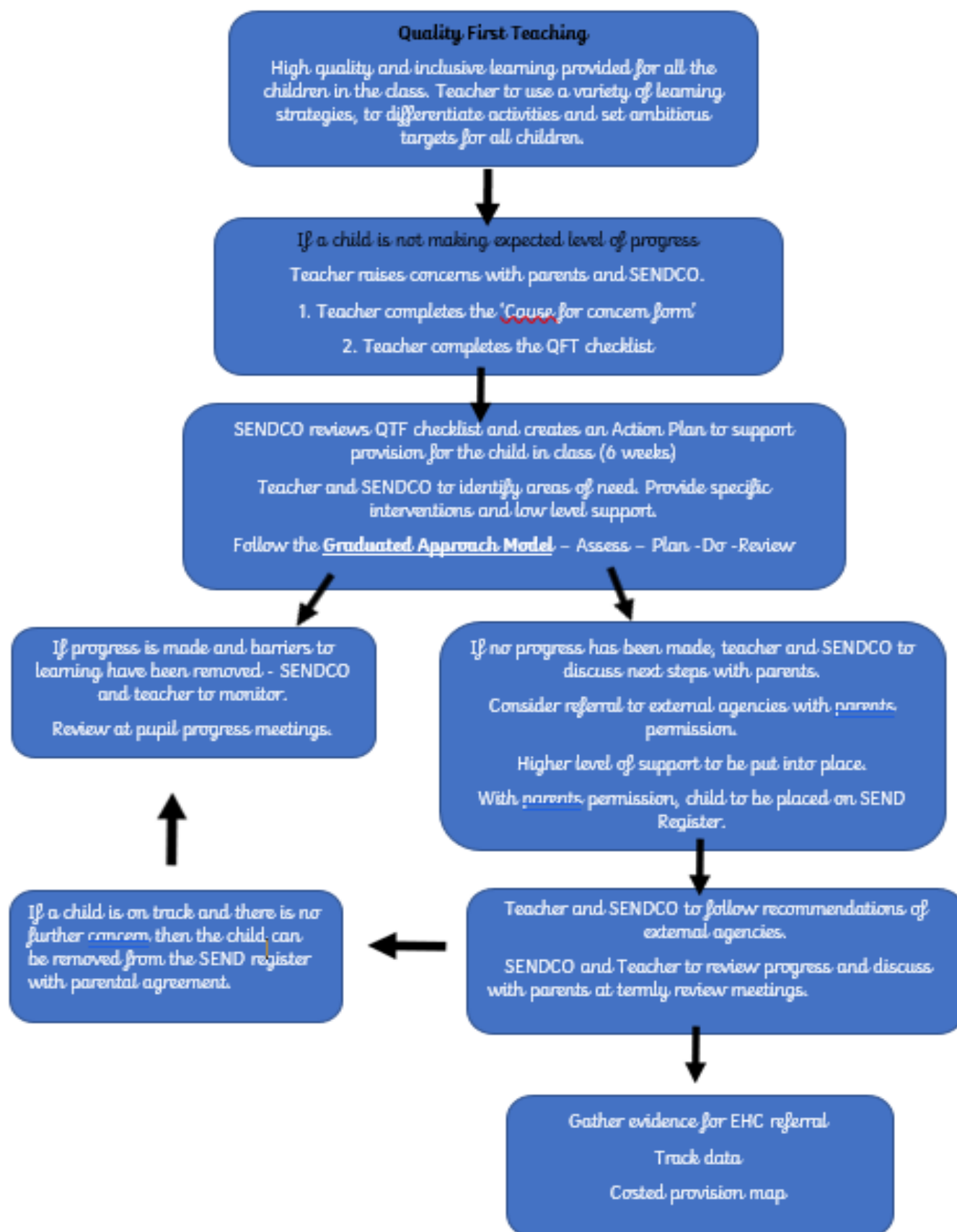
If these appear to be direct barriers to learning, appropriate actions should be taken and provision put in place to support the pupils concerned in overcoming their impact and achieving as highly as their peers.

5.5 Principles of identification

- Where children have already been identified with Special Educational Needs/Disabilities (SEND) prior to starting school, we work with the family and professionals to inform our provision in the light of each child's need.
- All pupils are assessed regularly through on-entry and termly assessments and throughout their lessons. Individual children's needs are regularly discussed, monitored, and reviewed

throughout their time at St James'. This ensures that we are able to identify and respond quickly to any new or emerging special educational needs or disabilities.

- All relevant staff are involved in identifying SEND. The SENDCo takes a lead role in the collection, collation and analysis of relevant data and other information alongside the SLT.
- The views and experiences of both child and parent are equally central to the identification process.
- School works closely with external specialist agencies such as the Early Learning and Childcare team in Wigan, TESS (Targeted Educational Support Service), Occupational Therapists/ Physio Therapists, Educational Psychologists and Health Visitors, and
- their assessments and recommendations form an important part of our identification process.





Section 6: SEND and EYFS

In the Early Years Foundation Stage (EYFS) we are committed to the inclusion of all children. All children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop and learn alongside their peers. We provide a positive and welcoming environment where children are supported according to their individual needs. We recognise that some children may have additional needs that may require particular help, intervention and support. These needs may be for a particular time in the child's life or may require longer term support.

At all times, we will work alongside each child's parents and relevant professionals to share information, identify needs and help the child and their families to access the support they need. We are committed to providing a setting, wherever possible, for children who may have special educational needs and/or disabilities (SEND) according to their individual circumstances and the School's ability to make any reasonable adjustments in order to provide the necessary standard of care.

All children will be given a settling in period when joining the EYFS according to their individual needs, during which, we will observe, monitor and assess the children. If we recognise an area of need that requires support, we will work closely with the child's parents and any relevant professionals to establish the child's needs and to secure any action that may be required. We recognise that children with disabilities may not have SEND but may need the School to make reasonable adjustments to enable them to make full use of our facilities. Where we have emerging concerns about a child and/or where a child has identified additional needs or a disability, we will find out as much as possible about the needs of the child and any support the child or family may need to ensure the child makes the best progress in their learning and development. We do this by:

- liaising with the child's parents
- observing each child's development and monitoring such observations regularly
- liaising with any other relevant professionals engaged with the child and their family
- seeking any specialist help or support
- attending any assessment or review meetings with the local authority/professionals

Definitions to Describe SEND

- A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A learning difficulty or disability means that a child of compulsory school age has a significantly greater difficulty in learning than the majority of other children of the same age and/or has a disability which prevents or hinders them from making use of the sort of facilities generally provided for others of the same age.
- For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age.



- A child under compulsory school age has SEND if she or he is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.
- A disability is defined in the Equality Act 2010 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”. “Long term” is defined as “a year or more” and “substantial” is defined as “more than minor or trivial”. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision, they are also covered by the SEND definition.

Aims

St James' CofE has due regard to the statutory guidance set out in the SEND Code 2015 and the Statutory Requirements of the Early Years Foundation Stage (2017). We have clear arrangements in place to support children with SEND and disabilities. We aim to:

- Recognise each child's individual needs through gathering information from parents and others involved with the child on admission and through our procedures for observation and assessment
- Ensure that in addition to the two specific points in the EYFS for formal assessment, there will be monitoring and review of progress throughout the early years
- Ensure all staff understand their responsibilities to children with SEND and disabilities and have regard to the guidance given in the SEND Code 2015
- Include all children and their families in our provision, making reasonable adjustments where needed
- Provide well informed and suitably trained practitioners to help support parents and children with special educational needs and/or disabilities
- Identify any emerging concerns that might suggest a child has special educational needs and/or disabilities at the earliest opportunity and plan for those needs through a range of strategies
- Share any information received and assessments made by the School with parents and support parents in seeking any help they or the child may need
- Seek any additional help needed including requesting an Education, Health and Care (EHC) Needs Assessment where the School's own actions are not helping the child to make progress
- Work in partnership with parents and other agencies in order to meet the individual children's needs, including health services and the local authority, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services if needed

Our School Approach

We will:

- Provide staff with specific training to help them make any special educational provision needed and meet the requirements of the SEND Code 2015 and the Statutory Requirements of the Early Years Foundation Stage. Individual training needs will be identified through the supervision and performance management process.
- Identify members of staff to be our Special Educational Needs Co-ordinator (SENCO) and share their name(s) with parents.
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the EYFS.
- Ensure that our inclusive admissions practice includes equality of access and opportunity.
- Ensure that our physical environment is, as far as possible, suitable for children and adults with disabilities.



- Work closely with parents to create and maintain a positive partnership and ensure that parents are fully informed and involved with how their children are progressing.
- Provide differentiated activities to meet all individual needs and abilities to give a broad and balanced early learning environment for all children including those with learning difficulties and/or disabilities.
- Ensure that parents are consulted with and kept informed at all stages of the assessment, planning, provision and review of their child's care and education, including seeking any specialist advice.
- Use a graduated approach (Assess, Plan, Do, Review) to identifying, assessing and responding to children who have emerging difficulties, suggesting they may have special educational needs or a disability that requires a different approach.
- When planning interventions and support, agree the outcomes and the expected impact on progress and a date for review.
- Hold review meetings with parents at the agreed times and agree any changes or adjustments to support.
- Seek any further advice or support needed including multi-agency approaches, Early Support and requesting an Education, Health and Care (EHC) Needs Assessment where the School's own actions are not helping the child make progress.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools.
- Keep records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities.

Graduated Approach

In line with requirements of the Special Educational Needs and Disability Code of Practice, we take a graduated approach to working with children with emerging concerns and their families. This approach includes:

- Planning for the four areas of need, communication and interaction, cognition and learning, social emotional and mental health, sensory and /or physical needs
 - An analysis of the child's needs including whether we should seek more specialist help from health, social services or other agencies
- An agreement about the interventions and support needed and the expected impact on progress and a date for review
- Implementation of the interventions or programmes agreed, including assessing the child's response to the action taken
- A review of the effectiveness of the support and its impact on the child's progress by the key person, SENCO, the child's parent(s) and the views of the child, including any agreed changes to outcomes and support
 - Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENCO, key person, the child's parent(s) and any other professionals involved, agree intervention is no longer needed or decide to request an education, health and care needs assessment (see below)

Education, Health and Care (EHC) Needs Assessment and Plan

If the help given through the School's graduated approach is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child's needs by the local authority. This is called an Education, Health and Care (EHC) assessment. The assessment will decide whether a child needs an EHC assessment plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEND or a disability. The local authority will consult with parents and let them know the outcome of the assessment.



Early Help Assessment

If we believe a child and their family would benefit from support from more than one agency, for example, where a child may have difficulties linked to difficult domestic circumstances, we may request or participate in an inter-agency assessment to get early help for the family. This early help assessment aims to ensure that early help services are co-ordinated and not delivered in a disjointed way.

Section 7: A graduated approach to SEN support

6.1 'Quality First' teaching, differentiated for individual learners, is the first step in providing for and responding to children and young people who have or may have SEN. High expectations should be set by teachers for every learner whatever their prior attainment, through:

- highly focused lessons, with clear and relevant objectives;
 - high levels of pupil involvement, interaction and engagement in learning;
 - appropriate use of teacher questioning, modelling and explaining;
 - an emphasis on learning through talk, with regular opportunities for pupils to talk both individually and in groups;
- an expectation that pupils will accept responsibility for their own learning and work independently;
- regular use of encouragement, specific praise or targeted guidance as relevant;
 - ongoing formative assessments and regular summative assessments that inform and direct teachers' planning and provision for all learners.

6.2 Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. At St James' we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through a range of monitoring

methods. Many professional development opportunities are provided for staff to extend their knowledge and understanding of SEN and high quality teaching.

6.3 We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These help to identify pupils making less than expected progress. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers; or
- widens the attainment gap.

The first response to such progress issues should be high quality teaching and interventions targeted at their areas of weakness. This can also include progress in areas other than



attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to their next educational steps.

6.4 Where a pupil is identified as having SEN, teachers are expected to take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach** and it draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people, as follows:

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCo and Assessment Leader, carries out a clear analysis of the pupil's needs. This usually takes place as part of our regular Pupil Progress Meetings but may also take place at

other times where concerns arise. Discussions draw on the teacher's assessment and knowledge of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them, in agreement with parents.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should be recorded on the school's SEN information system, at the necessary level.

Do



The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO and Assessment Leader support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses and advising on the implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed regularly by the class teacher with the SENDCO and Assessment Leader. This feeds back into the analysis of the pupil's further needs and any changes to

the support needed. Where a pupil has a Statement of SEN or an Education and Health Care Plan (EHCP), the local authority has a duty to review the plan in collaboration with the school, at least every twelve months.

Section 8: How we manage the needs of pupils on the SEND register

8.1 Once identified as having SEN, pupils' additional provision records are maintained in a folder specific to that child. It is the responsibility of the SENDco team to keep these records up to date over time. Records include all requests for additional assessment or support through partner agencies and all records of their findings and reports. These records are stored in a locked cupboard accessible via a key held by the SENDCo. If a child ceases to need additional support, parents will be informed by the class teacher and children will be removed from the SEN register. However, these children will still be monitored to ensure they continue to make the expected progress and their files will be retained.

8.2 As for all pupils at St James', any pupils with SEND are assessed continuously and at agreed assessment points through the year. This is done through the range of assessment processes and they inform achievement targets for the pupils concerned, which are recorded alongside those of all other children in their class. Pupils' progress against learning targets is reviewed each half term in Pupil Progress Meetings, and the impact of any additional provision or interventions is analysed and recorded by the Assessment Leader in discussion with the class teacher.

8.3 For pupils from Reception to Y6, Individual Education Plans ('Helping Hands' plans) have been replaced at St James' by Child Centred Plans called a 'Helping Hands Plan'. These record termly targets agreed for each child with SEN that reflect both additional learning needs and any other needs that may have an impact on their achievement, such as language delay,



emotional needs, family background information etc. Helping Hands plans are reviewed each term, with input from pupils, their parents if possible, Teaching Assistants and taking into account the achievements noted in the last Pupil Progress Meeting.

8.4 For Pre-school children, practitioners follow the procedures and guidelines set out in the Early Learning & Childcare Team's EYInc1 document. Under these guidelines, a Special Support Plan (Helping Hands Plan) is put in place for any pupil with additional needs. Targets are set, reviewed and recorded in this plan.

8.5 Teachers are supported in meeting the learning targets in a Helping Hands Plan by use of the 'Birmingham toolkit' or National Curriculum when relevant. The pre-key stage steps on Birmingham toolkit and previous year group KIP's provide descriptive statements of the small steps of progress that might be expected of a child with SEN and help teachers to plan for their individual learning needs in more detail. The advice of other professionals within school, and partner agencies is also drawn on when deciding on and reviewing a child's targets and achievements in their Helping Hands plans.

8.6 Children whose needs are very high and/or complex in nature are likely to be assessed for an Education, Health and Care Plan (EHCP), via the processes outlined in Wigan Council's 'High Expectations For All' (HEFA) guidance. This is part of the council's SEN Local Offer. Children who are awarded an EHCP or who have a Statement of SEN (awarded prior to the introduction of EHCPs) have access to all provision, assessment and review processes as outlined above and, in addition, have an Annual Review of their progress and ongoing needs. This is a statutory requirement and a duty of the LA, which is fulfilled by the school, all relevant agencies and the parents of the child concerned, taking the child's own views into account.

Section 9: How we support pupils and families

9.1 Wigan Council outlines how it supports pupils with SEND and their families through their Local Offer, which can be accessed at:

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

9.2 All schools must also publish an SEN Information Report to support the council's Local Offer and to outline what they can provide for pupils with SEND. St James' School Information Report can be seen on our school website: www.saintjames.wigan.sch.uk

9.3 At St James', we have links with a number of partner agencies to support pupils with SEN. These include:

- Educational Psychology Service (EPS)
- Targeted Educational Support Services (TESS)
- Speech and Language Therapy (SALT)
- Occupational Therapy



- Physiotherapy, Outreach Services
- Gateway Service/ Social Services

9.4 The admission arrangements for St James' are those for all Community Primary Schools in Wigan and can be seen on our website, as above.

9.5 All activities within school and educational visits are carefully planned and risk assessed to ensure all children have equal access to them. Some activities may be adapted, some may require further staffing to ensure all children are included with appropriate care and support, and this includes any children with additional needs. We take a team approach to this provision. We also have 4 nurture spaces; tiny shells, mini shells, little shells and three shells.

9.6 The successful transition of all pupils is carefully managed at St James' through:

- face to face meetings between teachers when pupils are moving on within school;
- the passing on of relevant documents and, if possible, meetings between St James' staff and those of receiving high schools, during and at the end of Y6;
- the passing on of relevant documents and telephone conversations between St James' staff and those of any new primary school, for pupils moving away 'mid-stream'.

This applies to all pupils, but in the case of those with SEND, all additional provision needs are discussed in detail and, where practical and if needed, a longer than usual transition period is arranged.

Section 10: Supporting pupils with medical conditions

10.1 The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and Physical Education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs (SEN) and may have an Education, Health and Care

(EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

10.2 The staff at St James' work closely together to plan and deliver support for children who have medical conditions. This is detailed in our related policies: Pupils with medical conditions; Administration of Medicines and; Intimate Care. These can all be seen in school or via our website:

www.saintjames.wigan.sch.uk

Section 11: Monitoring and Evaluation of SEND



11.1 Monitoring and evaluating SEND is ongoing throughout the year. Regular monitoring and evaluation of the quality of provision offered to all of our pupils, including those with SEND, is achieved by:

- Ongoing teacher and TA observations in daily classroom practice, including differentiated planning and resources;
- Ongoing evidence of work showing progress towards learning and other developmental objectives;
- Reviews at termly Pupil Progress Meetings;
- Termly reviews and updates of 'Helping Hands Plans' (IEP)
- Informal discussions with the child about their progress;
- Discussion with parents about their child's progress e.g. at parents' evenings; in responses to pupil reports;
- Discussion with relevant partner agencies about progress and ongoing needs;
- Twice yearly Planning and Review Meetings with the Educational Psychologist (EP) and TESS teacher;
- Termly SEND update for SEND Governor;
- Analysis of SEND data and termly reports to Governors.

Section 12: Training and Resources

12.1 Three levels of funded support are expected for pupils with SEN:

Universal level funding, which is provided for all pupils 'per capita'. This is known as Element 1 funding and should be used to provide Quality First education, as described above.

- **Targeted level funding**, which mainstream schools are expected to provide. This amounts to a contribution of up to £6000 for any additional support needed by pupils with SEN other than those with a Statement of SEN or Education, Health and Care Plan (EHCP), from the SEN notional budget. This is also known as Element 2 funding and it allows school to be flexible in its provision of support via specialist support staff and teaching staff; targeted interventions; and specialised resources for particular needs.
- **Specialist or personalised level 'top-up' funding**, which is provided for any pupil whose needs are identified as higher than can be met by the funding levels above, i.e. those with a Statement of SEN or an EHCP, as described above.

12.2 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this



may include a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice in relation to the needs of individual pupils.

12.3 The school's SENDCo regularly attends the Local Authority's cluster meetings in order to keep up to date with local and national initiatives in SEND. They also regularly attend WOWS (Consortium) SENDCo meetings, which share information and good practice. In addition, the planning and review meetings with the EP and TESS teacher (as above) are a means of receiving guidance and information about training provided by these teams.

Section 13: Roles and Responsibilities

13.1 The Governing Body

Cathy Hayes is the current Governor with responsibility for SEND at St James' CE Primary School. She has regular contact with the SENDCo and the head teacher of the school to keep up-to-date with, and monitor the school's SEND provision, making sure that the school meets its responsibilities under the SEND Code of Practice: 0 to 25 years. The governors have a duty to ensure that: the necessary provision is made for any pupil with SEND;

- all staff are aware of their duties with regard to pupils with SEND;
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- the school publishes its SEN Information Report on the school website each year;
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they receive termly reports about the progress and attainment of pupils with SEND.

13.2 The head teacher

The head teacher has the responsibility to work with the SENDCo, staff, governors, parents and all other stakeholders to ensure that the school meets its responsibilities under the SEND Code of Practice: 0 to 25 years. The head teacher has responsibility for the day-to-day management of all aspects of the school's work, including:

- ensuring that the management of all aspects of the school's work, includes provision for pupils with SEND;
- ensuring that the governing body is kept informed about SEND issues;
- supporting the SENDCo with decisions about the deployment of all SEND-related staff;
- reporting to governors about the implementation and effectiveness of the schools' SEND policy.

13.3 The SEND team

It is the responsibility of the SEND team to oversee the day to day operation of the school's SEND policy. Members of the team maintain the SEND register and work with the Assessment Leader to coordinate provision for children on the register.



The SEND team works with the SLT and governors to ensure the school meets its responsibilities under the SEND Code of Practice: 0 to 25 years.

The SEND team is responsible for:

- overseeing the day to day and longer-term operation of the school's SEND policy and provision;
- maintaining the school's SEND register and records;
- co-ordinating the provision for pupils with SEND and ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other school staff, including helping to identify pupils with SEN;
- contributing to staff training and/or helping to support class teachers in devising strategies, identifying and using appropriate resources, and the use of personnel to support pupils with SEN;
- liaising with parents of pupils with SEND alongside class teachers, so that they are fully involved as partners in the process;
- liaising with partner agencies, arranging meetings and providing a link between these agencies, class teachers and parents;
- liaising with SENDCos in any receiving schools, to facilitate a smooth transition between settings;
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information;
- assisting with the provision of information to the governing body.

13.4 Teaching Assistants (TAs)

Teaching Assistants are responsible for working collaboratively with the teacher in providing a Quality First education as outlined at Section 6 (6.1-6.3) above. They also work with the SEND team in supporting children on an individual, group or whole class basis. A TA works under the direction of a teacher or HLTA, the teacher having ultimate responsibility for the children's learning.

Teaching assistants are integral to the successful learning of all children. They are highly skilled and are recognised as playing an important role in the school. Teaching and learning for all pupils can be extended and enhanced with careful planning and collaboration between the teacher and TA.

Teaching assistants must:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- use the school's procedure for giving feedback to teachers about pupils' progress.

13.5 The Designated Person with responsibility for Safeguarding



The Head teacher and Deputy Head teacher both have this responsibility at St James'. Additional adults responsible are the school's Pastoral Lead Mrs T Gaffney.

13.6 The Designated Teacher for Children Looked After (CLA)

The Head teacher and Deputy Head teacher both have this responsibility at St James'. This includes the responsibility for managing the CLA funding (Pupil Premium Plus).

Section 14: Reviewing the SEND policy

14.1 The effectiveness of this policy will be reviewed by the all those involved in its implementation, along with the governing body.

14.2 This policy will be reviewed annually in order to take into account the climate of reform and to ensure that all stakeholders have an up to date knowledge of its contents.

Section 15: Accessibility

15.1 St James' CE Primary School is highly accessible by pupils with a range of SEN and Disabilities, as outlined in our School Information Report. This includes:

- Highly trained staff with a wide range of approaches to support pupils with:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health Issues
 - Sensory and/or Physical Needs.

Excellent links with and access to a wide range of partner agencies, who can provide additional and complementary support to pupils with SEND and/or their parents.

- Accessible entrances, learning and play spaces and hygiene facilities.
- An ongoing audit of our accessibility, that identifies potential next steps for improvement.

Section 16: Complaints

16.1 The School Complaints Procedure is a source of information about any complaints, including those related to our provision for pupils with SEND. The policy can be seen at school or via the Policies section of our website: www.saintjames.wigan.sch.uk



Section 17: Bullying

17.1 St James' has detailed Behaviour Management and Anti-bullying policies, both of which may be seen at school or via the website. If any parent has a concern regarding our implementation of these policies, related to pupils with SEND, they should contact the class teacher in the first instance.

17.2 St James' is a highly inclusive school, where difference is accepted and celebrated appropriately, in accordance with our Christian values. Parents and visitors will see these embodied in:

- children's behaviour towards and consideration for one another in learning and at play;
- adults' respect for and sensitivity towards all pupils;
- the demonstration of good manners, courtesy and kindness by all members of the school community;
- the happiness in school reported by all members, verbally and through surveys;
- the very low incidence of reported bullying, backed up by pupils' responses in anti-bullying week.

17.3 At St James' we are always conscious of the need to promote pupils' confidence, independence and resilience, in order to equip them for their next steps in school and in life. Most staff are trained in the promotion of speech, language and communication skills via a range of training sources, and enable pupils to improve their own skills in these and thus their preparation for future learning.

Children are also listened to carefully and any reported concerns are managed sensitively and with due reference to any safeguarding issues, including bullying, that may arise. Posters, leaflets and lessons further promote children's knowledge and understanding of how to avoid and address bullying of all kinds, including any linked to Special Educational Needs or Disabilities.

Section 18: Useful contacts and information links

The Educational Psychology Service: 01942 486238

The Targeted Education Support Services: 01942 201914

The SEND Team : 01942 486073

Gateway Service : 01942 487080



SAINT JAMES'

Church of England School
Nursery & Pre School

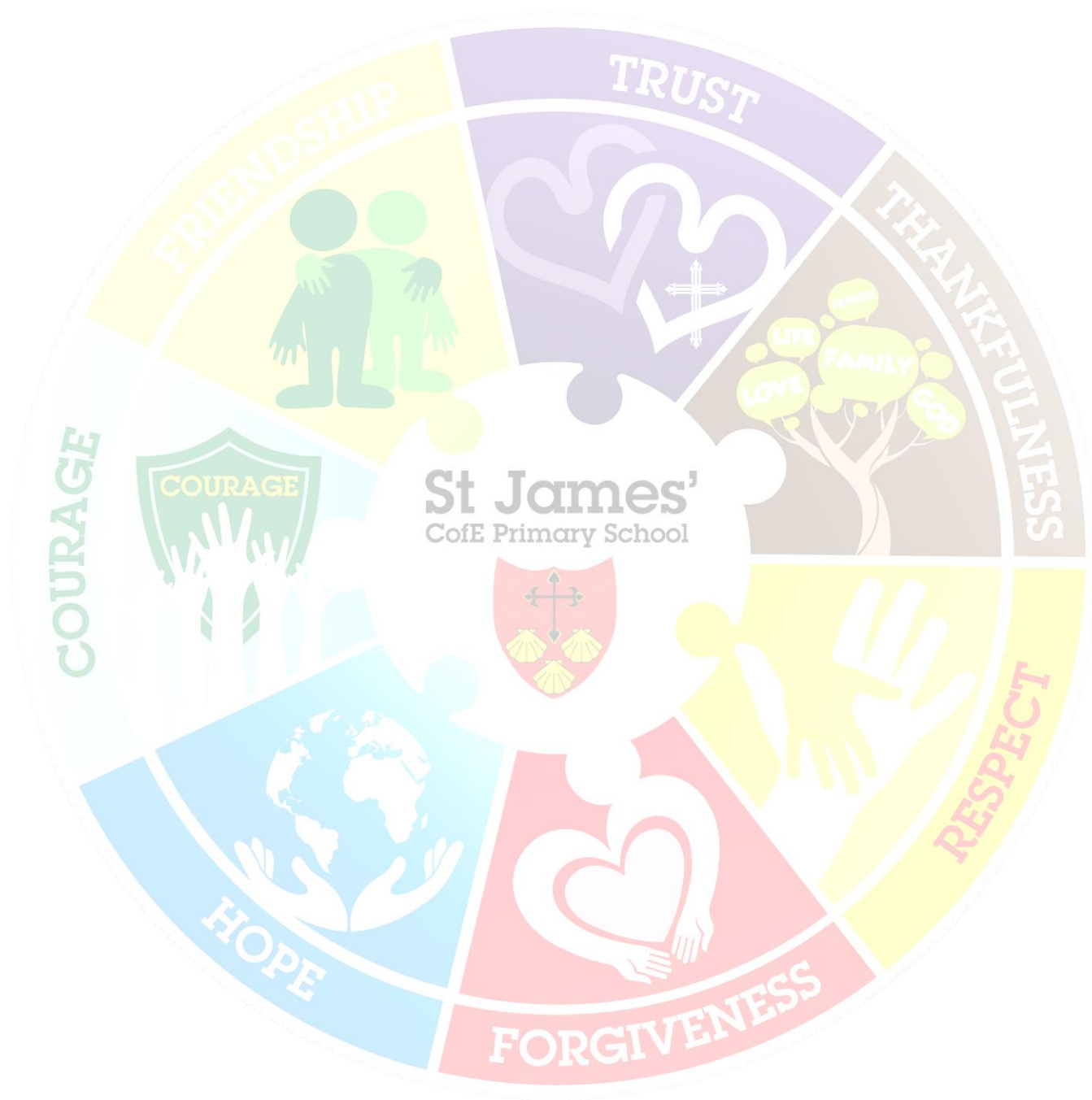


Liverpool Diocesan Schools Trust

Headteacher: Mrs A Jackson BA Hons, PGCE, QTS

*Walking hand in hand with Jesus, fulfilling the potential God has given us
For with God nothing shall be impossible - Luke 1:37*

NOTE: All references to 'school' refer to both St James' CE Primary School including Pre-school and Nursery

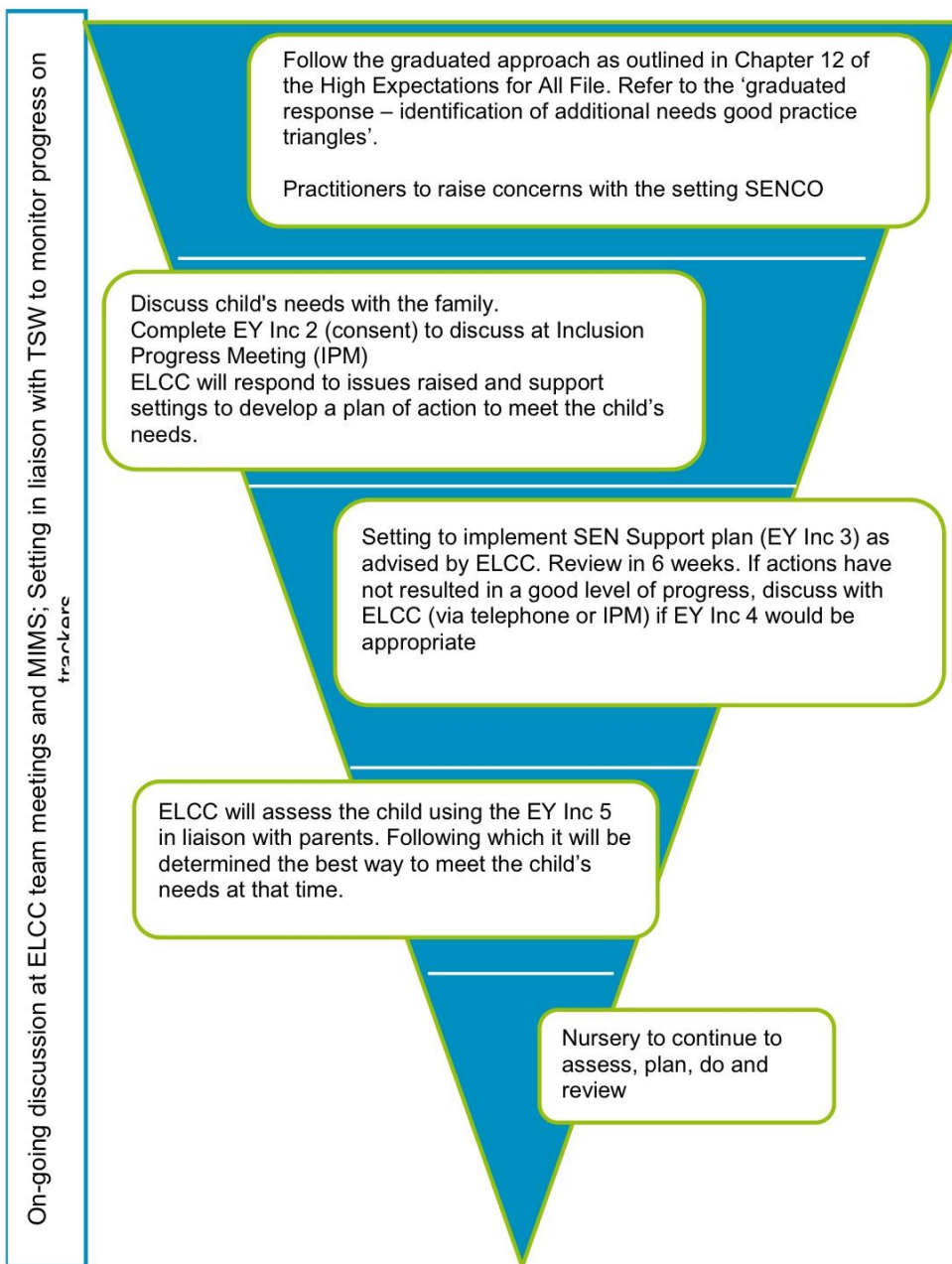




Appendix 1- EYFS Graduated Approach

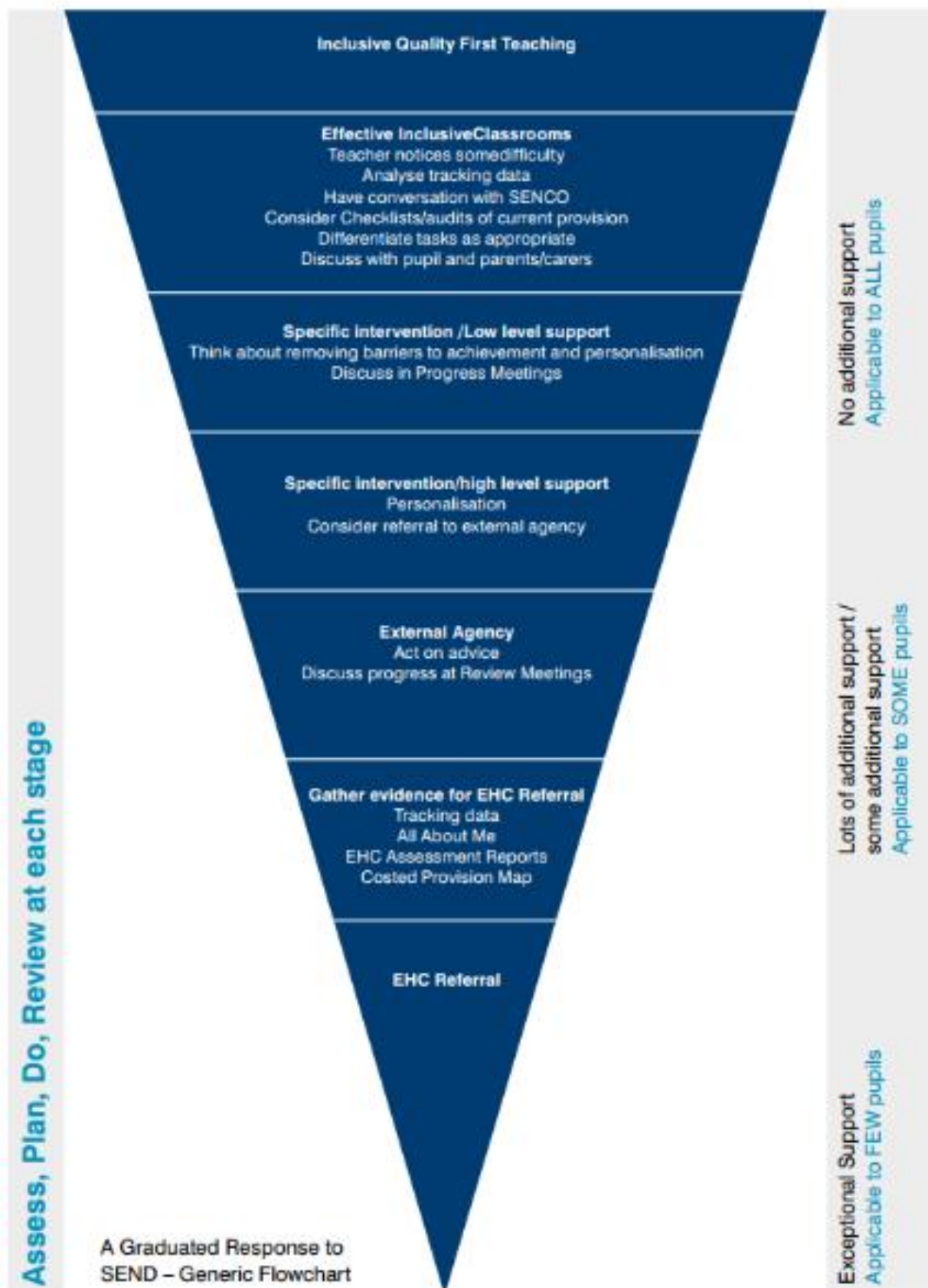


EYInc 1 Procedure for nursery providers working with children who have SEND





Graduated Response to SEND - Generic Flowchart





Appendix 1 – EYFS -SEND

Special Educational Needs and Disabilities Policy

Policy Statement

At St James' CofE School we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential in a positive and caring environment.

As we are offering 2/3/4YOF places we legally must have a named SENCo. As part of our setting approach we see special educational needs and disability as everyone's responsibility to promote a shared understanding and continuity of care.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review. SEND Code of Practice 2014

- We have regard for the DfE's Special Educational Needs Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and/or disabilities (SEND).
- We recognise that some children with disabilities may or may not have learning difficulties that require special educational provision.
- We identify the specific needs of children with SEND and meet those needs using a graduated approach as defined in chapter 12 of the High Expectations For All file <https://wigan.gov.uk/Business/Professionals/SEND/High-Expectations-for-All.aspx>.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

The High Expectations for All file discusses the Graduated Approach. This approach is for all children, not just children with a special educational need or disability, as all children are entitled to high quality, daily teaching experiences. Planning must identify clear learning objects and support/ encourages all practitioners, as Key Persons, to be confident to home in where their quality teaching is needed to meet individual or cohort of childrens' needs.



Aims and Objectives

- To create an environment that ensures high quality provision through quality first teaching, providing lively, interactive teaching methods and make maximum use of different learning styles to support the Special Educational Needs or Disabilities of each child.
- To ensure early identification and assessment of children's needs
- The key person system ensures that each member of staff has special responsibility for a small group of children, providing every child with quality time and the opportunity to develop close relationships with a familiar adult.
- We understand the importance of effective planning, observation and assessment and through this we are able to monitor and plan for individual children's needs and identify areas for support and development. Effective observations also enable key people to identify children that are exceeding developmental expectations and allows for additional support to be implemented.
- All planning is carried out within the guidelines of the Early Years Foundation Stage Framework 2017 and as a setting; we are supported by Wigan's Early Learning and Childcare Team.
- All activities are flexible and can be adapted to meet the needs of all children.
- We seek to involve all parents in the education of their children and encourage their views and opinions, more so for children with additional needs.
- If we consider that children within our care would benefit from additional or external agencies then we will consult with parents and gain consent before doing so.
- We ensure that our children have a voice in this process

Identification:

The Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) states that all children are entitled to an education that enables them to:

- Achieve the best possible educational and other outcomes
- Become confident young children with growing ability to communicate their own views and be ready to make the transition into compulsory education.

In addition to the formal checks, we monitor and review the progress and development of all children in nursery in line with the Early Years Outcomes. We carry out 2 Year Old EYFS progress checks that also may highlight developmental concerns.

Where a child's progress gives causes for concern, we will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessments of the child's needs. A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. If a child has English as an additional language we will consider if any delay is related to learning



English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Special educational provision will be matched to the child's identified SEND. Children's SEND is generally thought of in four broad areas of need and support:

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

Where there are concerns, we will follow a graduated response; firstly determining if there are any causal factors such as underlying learning or communication difficulties. If housing, family or other domestic circumstances may be contributing to presenting behaviour, a multi-agency approach should be adopted. We would recommend to parents / carers that this be via an Early Help Framework.

Local Offer:

The Local Offer describes the provision offer parents/ carers/ professionals have available to them within the Wigan borough, across education, health and social care for children and young people with a special educational need and disability. Wigan Council has a legal responsibility to publish this offer and as part of The Deal approach they have consulted with parents/ carers/ children/ young people/ professionals to ensure that the key purposes are met, providing an understanding of what is available locally and ensures easy use access to the information needed. The Local Offer will never be finalised as it will constantly be reviewed and grow to reflect the ever changing needs across the borough.

Involving other professionals

Where a child continues to make less than expected progress, despite evidence-based support and interactions that are matched to the child's area of need, we will involve appropriate specialists, for example, health visitors, speech and language therapists, Early Learning Child Care Inclusion Team, portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress. The decision to involve specialists will always be taken with the child's parents.

Children know to other professionals via a single or multi agency approach will be offered and Early Help Framework to coordinate meeting, avoid duplication, avoid re telling stories, identifying clear recommendations/ time scales/ by whom, etc.



These can be initiated by any professional working with the child/ parents/ carers. We can initiate an Early Help Framework as a setting and will act as Lead Professional if the identified

recommendations are majority to be implemented by the setting. We have developed relationships with child/ parents/ carers via the value of the Key Person approach and have regular contact with them, encouraging effective parental partnership. This enables us to signpost them, as appropriate.

The area SENCO plays an important part in planning for children with SEND to transfer between early year's provision and schools. At the end of each term staff and management at St James' CofE School collate each child's developmental information for data submission to Wigan ELCC team. This data shows all children's levels of development within the setting, highlighting whether children are ahead, expected, monitoring and below. This information is then discussed with the child's key person and SENCO and appropriate planning, activities and resources will then be provided for the child. Any children that are highlighted in the EYFS prime areas as below will be discussed with the Inclusion team with parents / carers permission.

Targeted Individual Support (TIS) 1 a/b

Requests for support are considered based on evidence of intervention and the child's response to these interventions. It is acknowledged that children who have similar needs will require varying amounts of support depending on the relevance and appropriateness of the curriculum and environment they are offered.

Criteria for TIS1a/b support and referral forms can be found on the Early Years page <https://wigan.gov.uk/Business/Professionals/Early-Years-and-Childcare/Childcare-for-children-with-special-educational-needs.aspx>

It is envisaged that by providing early intervention children's needs can be supported ahead of referral to the Education, Health and care pathway

Requesting an Education, Health and Care needs assessment

The local authority will conduct an EHC needs assessment for children under compulsory school age when:

- It considered it may need to make special educational provision in accordance with an EHC Plan.



The local authority will also take into account whether

- It considers that the special educational provision required to meet the child's needs can reasonably be provided from within the resources normally available to their mainstream early education provider or school
- It seems likely that the child will need an EHC plan in school.

Early Years Additional Resources (EYAR)

If a child has been in receipt of TIS1 b support for 2 terms, prior to accessing reception, an application for Early Years Additional Resources can be made if it is felt that the child:

- Needs support over and above what the setting is able to provide through their resources including on entry to school
- Needs are long term, severe and persistent complex
- Meets the criteria set out in **Section 12.9 of the High Expectations For All file**
<https://wigan.gov.uk/Business/Professionals/SEND/High-Expectations-for-All.aspx>

The Early Years panel will consider whether the child's needs are above the first 15 hours that school can provide, if this is the case then top up funding will be allocated. Consideration is also made for Education Health and Care (EHC) assessment. If it is clear that a child has long term, severe and persistent needs (i.e. the significant delay is likely to persist for more than 12 months) an EHC needs assessment will be initiated and the EHC pathway will be followed.

Where agreed, EYAR support may be provided for up to 4 terms. Referrals for EYAR will only be accepted until the 31st December of the reception year.

Designated Officer

The Special Educational Needs Co-ordinator (SENCO) is Miss G Gaskell.

The SENCO's responsibilities include:

- Overseeing the day-to-day operation of the nurseries SEND policy
- Co-ordinating provision for children with SEND. Supporting children during SEN support, enhanced provision support or Early Years Additional Resources process
- Coaching and mentoring staff - offering advice and liaising with other staff including contributing to their continued professional development.
- Maintaining the nursery's SEND Register and overseeing the records on all children with Special Educational Needs.
- Liaising with and supporting parents/carers of children with Special Educational Needs to ensure that they have opportunity to participate at all stages of the assess, plan, do, review cycle of their children's education.



- Implement SEN Play Plans (EYInc3) ensuring targets set are SMART and achievable to meet the needs of the child. They will be reviewed every 6 weeks, alongside parents / carers
- Direct families to the LA's Local Offer – which provides Information for parents and carers of children with special educational needs and disabilities (SEND).
- Liaising with external agencies including schools, Early Learning Childcare Team, Educational Psychology service, Health and Children's Social care services, support agencies and voluntary bodies as appropriate.
- Being a key point of contact with external agencies including the local authority and its support services
- Attend regular Inclusion Progress Meetings to keep the Inclusion team up to date with children's progress
- Liaising with potential next providers of education and ensuring that parents / carers are informed about options and a smooth transition is planned

Useful Numbers/Legislation:

ELCC Inclusion Team:

Early Years SEN Lead –01942 828849

0-25 Special Educational Needs and Disability Code of Practice 2014

Children and Families Act 2014

Equality Act 2010

Statutory Framework for the Early Years Foundation Stage 2017

High Expectations for All file - <https://wigan.gov.uk/Business/Professionals/SEND/High-Expectations-for-All.aspx>