

Special Educational Needs and Disability Policy

Darwen St James'
C of E Primary Academy



Reviewed September 2023

Darwen St James' CE Primary Academy

Special Educational Needs and Disability Policy

Mission Statement

Nurturing ambition through a living faith

Compliance

This policy complies with the statutory requirements set out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)-Paragraph 3 of schedule 10
- SEND Code of Practice 0 – 25 (2014) Section 6
- Schools SEN Information Report Regulations (2014) -Regulations 51 and 1
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Section 69 of the Children's and Families Act 2014

This policy was created by the school's SENCO in consultation with the school's SEND Governor and Headteacher reflecting the SEND Code of Practice 0 –25 (2014) guidance.

Due to the current situation we are following the current guidance from the Government (July 2021). Changes to the policy may occur if the Government guidance changes in the future.

Fundamental Principles of our School's Educational Needs Policy

At Darwen St James' C of E Primary Academy we give regard to the Special Educational Needs Code of Practice and agree with the following general principles:

- A child with special educational needs should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.

- Parents/carers have a vital role in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum and RE.

Equal Opportunities

The Equal Opportunities Policy of Darwen St James' C of E Primary Academy is part of the ethos of our school and is supported by the Mission Statement and the policy for Race Equality. This policy helps to ensure that we do not discriminate against anyone (adult/child) on the grounds of race, gender, religion, nationality or national origins.

School Aims

At Darwen St James we value all children equally. We are committed to meeting the special educational needs of pupils and ensuring they make progress. This policy reflects the values, philosophy and aims of our school in relation to Special Educational Needs and Disability. Children are central to all that we do, their education, well-being and development of the whole person.

The aims of our school are:

- To deliver high quality education in which a range of creative and stimulating experiences and activities are provided so that each child has the opportunity to develop their full potential.
- To promote and experience an understanding of Christian principles as a basis for developing the personal qualities relevant to a positive contribution to community life (both in and out of school).
- To nurture our children to develop emotionally and socially in order to help them enjoy and manage their lives to be effective learners, respectful, tolerant and responsible citizens.
- To create a high quality learning and working environment, promoting ownership by children and staff and developing senses of responsibility and pride

- To create a high performing team of staff and governors with the necessary knowledge, skills and understanding in order to meet the demands of education in the 21st century.

Objectives and Principles

Darwen St James aims to give every child the chance to develop his/her potential in every area - educationally, morally and socially. The Governors, Headteacher and staff are aware that some children will need extra help in some areas in order to enable them to reach their full potential.

At Darwen St James we will endeavour to:

- Ensure that all legal requirements are carried out in accordance with Statements of Special Educational Needs, issued by the SEND Code of Practice 2014 (i.e. pupils with an IPRA or EHCP on the SEND Register)
- Have effective procedures to promote early identification of children with special educational needs
- Promote the dignity and self-esteem of all children, whatever their individual needs
- Provide a differentiated curriculum which will enable all children to achieve, make progress and ensure maximum access to a broad and balanced curriculum (including Foundation, National the school curriculum)
- Ensure that we have realistically high expectations of all our children
- Set short term achievable targets of educational or behavioural needs
- Use a variety of assessment procedures to ensure that children's progress is recognised and Develop effective and manageable procedures for recording and monitoring their development
- Ensure that all staff recognise their responsibilities for children with special educational needs

- Have involvement of parents/carers and clear communication concerning special educational provision for their children
- Encourage the involvement of the child in making decisions and exercising choices about their own learning
- Foster effective relationships with support services and external agencies
- To provide appropriate resources to meet the special needs of the child

Definition of Special Educational Needs

We accept the definition of SEND as outlined in the Education Act 1996 and Children and Families Act 2014 where the term SEND refers to those children who experience difficulty in learning in comparison with their peers.

The 2014 Code of Practice says that:

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 children have a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age, or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- (c) Have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A person has a disability for the purpose of this Act if he/she has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities. [Section (1) Disability Act 1995]

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they are being taught. Special Education provision means for children of two or over educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEAs, other than special schools, in the area and for children under two, educational provision of any kind. [Section 312, Education Act 1996]

Roles and Responsibilities

The Governing Body has identified a Governor to have oversight of SEND provision in school and to ensure that the full Governing Body is kept informed of how the school is meeting statutory requirements. At Darwen St. James this role is undertaken by Mr Daniel Riley who will meet regularly with the SENCo. The roles of the Governing Body are set out in the Code of Practice.

The SENCO is responsible for managing the school's SEND work and will keep the Governing Body informed about the SEND provision made by the school. The SENCO will identify areas for development in SEND and contribute to the School Development Plan. The SENCo will co-ordinate provision of children with SEND support, IPRA's, Education Health Care Plans (EHCP) and Statements.

The SEND Co-ordinator is allocated 6 hours per week to carry out her role:

The roles and responsibilities of the SEND Co-coordinator include:

- Supporting the class teachers in identifying children with special educational needs

- Working with Teaching Assistants to develop individual/groups of children who are withdrawn. Meeting individual teachers to draw up and implement the Support Plans for children with special educational needs

- Meeting with parents

- Seeking advice from Pupil, School & Families Service, School Nurse, Speech Therapists

and the Educational Psychologist

- Compiling paperwork and evidence for putting children forward for EHCP-Education health Care Plans
- Meeting the statutory requirements for children with Special Educational Needs, ECHP and IPRA's
- Managing resources
- Attending and leading INSET
- Monitoring the impact of provision
- Monitoring outcomes for children with SEND (attainment & progress)
- Holding meetings with Headteacher
- Holding meetings with SEND Governor
- Being a member of the SLT

There is a group of Learning Support Assistants who support individuals and groups of children in classes throughout the school.

All teachers are teachers of Special Educational Needs and have a key role in the early identification of SEND. They are all expected to have children with SEND in their classes. Teaching and non-teaching staff will be involved in the formulation of the SEND policy. All children benefit from "Quality First Teaching": this means the teachers are responsible for assessing, planning and teaching all children at the level which allows them to make progress with their learning. In addition we implement some focused interventions to target particular skills, adapting the curriculum for pupils with SEND and will monitor their progress. Staff within the school will work closely with parents and children to ensure that they take into account the child's own views and aspirations and the parents' experience of and hopes for their child. Parents are invited to be involved during the planning and reviewing of SEND provision for their child.

The Headteacher has responsibility for the day-to-day management of SEND along with all other

aspects of school life.

Admission Arrangements

Our school maintains that all children with Special Educational Needs have the right to be educated in a mainstream school. No child will be refused admission because they have a Special Educational Need, IPRA or EHCP.

Darwen St James strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All children are welcome, including those with special educational needs, in accordance with the School's Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a EHCP or IPRA educated in the mainstream, the LEA must provide a place unless this is incompatible with the efficient education of other children and there are not reasonable steps that can be taken to prevent the incompatibility. If the school is alerted to the fact that a child may have a difficulty in learning they will make the best endeavours to collect the relevant information and plan a relevant differentiated curriculum.

Access

Access is detailed in the school Accessibility Plan.

Darwen St James' C of E Primary Academy has made the building as accessible as possible to children with SEND where it has been possible.

The curriculum is adapted for children with SEND.

Written information is adapted for children with Special Needs. Special equipment is provided when appropriate, i.e. large computer screen for children with Visual Impairment.

Staff are deployed to cater for children's needs.

The school follows a graduated response that recognises that there is a continuum of special

educational needs. The response is seen as action that is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies.

Curriculum Access and Inclusion

Curriculum Access: At Darwen St James' C of E Primary Academy we believe that all children have an entitlement to a broad and balanced and relevant curriculum which includes the National Curriculum and RE. For pupils with SEND we feel that particular care is required to ensure that this curriculum is matched to the pupils needs through differentiation, teaching strategies and taking into account different learning styles.

Inclusion: At Darwen St James' C of E Primary Academy we believe that:

- Pupils with SEND should enjoy full participation in all aspects of school
- They should be full members of the class
- Involved in extra-curricular activities
- Have access to social skills groups
- Have access to motor skills groups
- Have access to extra support
- Parents are engaged with SEND procedures

Darwen St James strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

Resource Allocation

Mainstream schools have their core school budget (AWPU) which enables them to deliver a broadly balanced curriculum for all pupils, therefore making a contribution to the needs of SEND pupils. There is also additional funding to support pupils with SEND.

The Governors will ensure that the needs of the pupils are met by employing a SENCo to coordinate provision. Through the use of Provision Mapping, the SENCo and Headteacher will allocate resources, adult support and finances to pupils depending on their identified areas of need.

Ongoing updating of our provision will ensure that resources are regularly reviewed and are appropriate to meet individual needs. Where a child has a IPRA/EHCP we shall work within the parameters of the banding level provided by the Local Authority in making appropriate provision. The Governors will ensure that support staff are employed to support a range of pupils and also specifically those with IPRA and EHCP.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

Identification and Assessment – A Graduated Response

At Darwen St James' C of E Primary Academy we believe it is imperative to identify, assess and provide for any child who may have special educational needs. Assessment is not regarded as a single event but rather as a continuing process.

We aim to build upon the pattern of learning and experiences already established during the child's pre-school experiences and for those children transferring to our school throughout the primary phase.

To help identify children who may have special educational needs, we can measure children's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment

- The outcomes from baseline assessment results
- Their progress against the objectives specified in the National Curriculum
- Their performance against age related expectations within the National Curriculum
- Their performance at the end of EYFS, Y1 Phonics, KS1 and KS2
- Standardised screening or assessment tools.

We are also open and responsive to expressions of concern by parents and take account of any information they provide about their child.

The identification and assessment of the special educational needs of children whose language is not English, requires particular care. Lack of understanding in English must not be equated with learning difficulties.

At Darwen St James we aim to ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.

Children's needs are seen as:

- Speech and language and communication needs
- Autistic Spectrum Disorder
- Cognition and learning
- General learning difficulties
- Specific learning difficulties
- SEMH
- Sensory and/or physical
- Hearing
- Visual

- Physical
- Medical conditions

Organisation of SEND Provision

Early identification of children with SEND is made initially by the class teacher or has been identified during Early Years provision or at a previous school.

At Darwen St James we believe that all children should be included and have access to the National Curriculum. A variety of different approaches are employed to maximise the achievements of all children within constraints of time and available resources.

Differentiation and adaptive teaching is present in all teaching in order to meet the needs of individuals and groups of children. As expressed in the Code of Practice, special educational needs provision in our school builds on a fully differentiated curriculum.

Our school is fully committed to an inclusive ethos, providing effective learning opportunities for all children, underpinned by the following key principles:

- Setting suitable learning challenges
- Responding to children's diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children

Where progress is not adequately being made, we believe it will be necessary to take some additional or different action to enable the child to learn more effectively. In order to help these children who have SEND needs we follow a graduated response that includes an array of strategies.

Our school recognises that there is a continuum of special educational needs, making full use of available school resources before calling upon the advice of outside agencies/specialists.

As recognised by our borough's guidance, when a child is identified as having special educational needs, our school intervenes. If these interventions prove not to work, then access to Special Educational Needs and Disability Support Service (SENDSS) and/or the Educational Psychologist will be called in to give strategies. If this fails, then the child will be put forward for Statutory

Assessment.

Interventions are a means of matching special educational needs provision to the child's needs, having regard to the following two principles: 1. Provision for a child with special educational needs should match the nature of their needs. 2. There should be regular recording of a child's special educational needs, the action taken and the outcomes.

The child's identified needs and provision are reflected in the Learning Support Plan/One Page Profiles which contains the relevant information with regard to work covered, resources used and special arrangement provided.

Each child has a record which includes documentation about progress and behaviour along with appropriate information from parents and other relevant agencies, including health and social services. The child's own views may also be documented.

Managing Pupils Needs on the SEND Register

The SENCO will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed termly following the meetings held with class teachers.

All pupils on the SEND register will also be categorised by the level of support received: either SEND Support (K) or EHCP (Education Health and Care Plan; this may also include the category Statement). Within Blackburn and Darwen they will continue to use IPRA (Individual Pupil Resource Allocation) which falls under the SEND Support category.

Where a pupil has been identified as having complex SEND and requires significant additional provision the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP.

Where the SENCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register.

Statutory Assessment

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process

which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Monitoring and Evaluation of SEND

At Darwen St. James we monitor our SEND provision so that we can ensure that we are meeting the needs of our SEND pupils in the most effective way possible using the resources available.

The designated Governor will meet with the SENCO annually to discuss the SEND Action Plan. The SENCO reports annually to the Governors regarding the outcomes of provision for children with special educational needs.

When considering how successful our policy is, we will consider:

- Movement of pupils on/off the SEND register
- The identification and assessment of SEND i.e. early identification – Target Tracker/ Baseline results
- Pupil success in the National Curriculum, SATs and achieving targets
- Comparative data from annual standardised tests in KS2

- Monitoring of classroom practice
- Resource allocation
- Parental views and opinions expressed at Parents Evenings, reviews and informal discussions
- Children's views on meeting targets/support
- Effectiveness of documentation
- Complaints
- Assessment co-ordinator monitoring of progress through highlighted tracking of pupils with SEND and disabilities
- SENCO observations of whole class/ group/ individual teaching
- SENCo self-evaluation
- CIDARI – monitoring visits
- SEND officer / EPS service
- Targets are reviewed throughout the term

Supporting Pupils at School with Medical Conditions

Darwen St James recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school 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 children may also have SEND and may have an IPRA, statement or EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

(See accessibility plan on the website)

Complaints Procedures

The Academies usual complaints procedures can be followed which is available on the website.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCo and Headteacher should be brought into the discussion process. If concerns cannot be resolved at this level they should be put in writing to the SEND Governor. Advice for parents can be sought from CIDARI or from the Parent Partnership Service.

SEND Training

Darwen St James' has a programme of on-going professional development. Training is provided for teaching and non-teaching staff and Governors.

The Governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENCo.

The SENCo and Headteacher will keep fully up to date about SEND issues through attendance at training and cluster meetings. In addition the SENCo will develop skills through attendance at specialist training meetings, discussions with outside specialists, reading, CPD and School Improvement group SEN meetings.

Teaching and non-teaching staff will be kept up to date informally by the Headteacher or SENCO as necessary. If a member of staff particularly wishes to pursue an area of SEND they will approach the SENCo.

The SENCo will keep a record of all SEND training delivered and subsequent evaluations.

New staff to school will have an induction meeting with the SENCO to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

Partnership with External Agencies

Darwen St James' advocates a multi-agency approach ensuring consultation and working closely with other agencies to focus on the identification and provision for those children who have a special educational need. Liaison takes place with the following agencies:

- Speech and Language
- School's Psychology Service
- Educational Welfare Officers
- Speech Therapy
- Occupational Therapy
- Physiotherapists
- SEND Support Service
- School Nurse
- Pediatricians
- Inclusion Service

For those children who have a range of agencies working with them, a CAF (Common Assessment Framework) might be agreed. The CAF's main aim is to ensure all agencies work together according to an agreed plan of action. Thus, the actions and services provided across the agencies impact positively and achieve good outcomes for the child.

Partnership with Parents/Carers

Our school is committed to developing and implementing a joint learning approach. We believe partnership with parents/carers plays a key role in enabling children with special educational needs to achieve their potential. Their unique strengths and knowledge and experiences contribute to the shared view of their child's needs and the best ways of supporting them. To this end, we endeavour to ensure that parents are consulted and involved.

Parents/Carers will be informed of any changes in their child's progress, behaviour or educational provision within the school. The school operates an open-school policy where parents/carers are encouraged to request the opportunity for informal discussion or an organised meeting at a convenient time. They have the right to access the records relating to their own child and any school documentation they may feel appropriate with appropriate notice.

The school will seek to engage the services of a translator if necessary or where requested by parents/carers to ensure a partnership in developing strategies to help individual children.

We hold Parents Evenings each term. The parents of children with EHCP's and IPRA's are invited to the Annual Review meetings.

Parents/carers can find information about how the Local Authority seek to support families via the school website or www.blackburn.gov.uk/send

Parents may also wish to read the school's SEND Information Report which is reviewed annually and is on the school website. This document will inform parents about the types of provision in place and the progress that children make in our school.

The Voice of the Child

At our school the views of the child are given due weight according to their age, maturity and capability.

Transfer Arrangements

At Darwen St James' C of E Primary Academy we acknowledge the importance of liaison between schools as pupils move from one Key Stage to another. We believe that it is particularly vital that information transfers to the receiving school at the earliest possible opportunity for the most vulnerable of children. School transfers records for all children within 15 days of the child ceasing to be registered at the school, as long as we have details of the receiving school.

Secondary Transfer

Meetings are arranged early in the summer term with receiving school SENCo's and child's records are passed over and requirements for SEND children discussed. If possible, individual visits to the receiving schools are arranged.

Policy reviewed: September 2023.
Tracy Lawson (SENCo)

