



Diocese of Salisbury

Academy Trust

'Beyond expectations for all of God's children'

Special Educational Needs and Disability Policy



St. James'
CE First School

Policy Date: October 2026

Review Date: September 2027

Special Educational Needs and Disability Policy

Rationale

‘The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.’ (Warnock Report; 1.4)

All children have the right to a broad and balanced curriculum that is relevant and differentiated, and which demonstrates progression and coherence. As such, the academy is committed to identify and support all pupils who experience difficulties and, subject to the overall constraints of the academy budget, provide such children with the levels of resources to meet their curricular needs.

St James’ First school is fully committed to upholding the SEND Code of Practice (2015).

Definition of Special Educational Needs and Disability (SEND)

Children have special educational needs if they have a learning, communication, emotional, mental or social ‘difficulty’ which calls for special educational provision to be made for them. Children have a special need if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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 the academy.

SEND can affect a child’s:

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

Objectives

The objectives of our policy are:

- To identify and monitor children’s individual needs to ensure that the necessary provision is established and then monitored;
- To plan a personalised, appropriate and innovative approach to learning and to ensure that all targets set are specific, measurable, achievable, realistic and time related;
- To involve parents/carers and children in the identification and review of any targets/outcomes and where necessary those targets identified in a child’s Individual Learning Plan (ILP);

- To work in partnership with, and involve, parents/carers and outside agencies;
- To ensure that all who are working with the children are aware of the procedures for identifying their needs, supporting and teaching them

Roles and Responsibilities

The responsible persons for SEND at the academy are:

- Mr Daniel Lawford – Head teacher
- Mrs Sue Warnock- Governor

The SENCo at the school is Rebecca Peckham. The SENCo is responsible for co-ordinating the day to day provision of education for pupils with SEND at the school.

The Governing Body play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up to date and knowledgeable about the school's SEND provision, including how funding, staffing and resources are deployed.
- The quality of provision is continually monitored.

The Governing Body will:

- Ensure that the necessary provision is made to meet the needs of all our pupils.
- Ensure that teachers in the school are aware of the importance of identifying and providing for all pupils in their care.
- Ensure that parents/carers are notified of a decision by the school that specific provision is being made for the child.
- Have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils in the academy.
- Have a written SEND policy containing the information as set out in the Special Educational Needs Regulations 1999 (reproduced in the SEND code of practice, 2015).

The Senior Leadership Team will ensure that procedures are in place to identify pupils' needs, including:

- Ensuring that all staff are supporting the identification, teaching and assessment of pupils with SEND;
- Overseeing and maintaining resources for a range of SEND.
- Ensuring that all staff have continued professional development relating to SEND.
- Working in close partnership with parents/carers and external agencies.

- Monitoring, evaluating and reporting on the provision for all pupils to the governing body.
- Co-ordinating the range of support and interventions available to children.

The Role of the SENCo:

The SENCo has overarching leadership of the SEND provision in the school. The SENCo is a vital member of the school's Leadership Team and their role includes but is not exhaustive to:

- advising teachers
- coordinating provision
- liaising with external agencies
- maintaining SEND records
- supporting staff CPD
- monitoring impact of provision

SEND Principles:

We are committed to:

- ensuring that children with SEND achieve the best possible educational and wider outcomes ;
- identifying needs early and responding promptly;
- valuing and acting upon views, wishes and feelings of children and their families;
- removing barrier to learning and participation;
- promoting independence and preparation for adulthood;
- maintaining high expectations for every pupil, regardless of need or starting point

Persistent low attainment or slow progress does not automatically indicate SEND. The school will consider a range of information, including quality of teaching, attendance, mobility, disadvantage and wider circumstances before identifying SEND.

Access to the Curriculum

St James' First School and Nursery is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. In all cases, class teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and differentiated. The school will, in other than exceptional cases, make full use of classroom and school resources before referring to external support.

SEND Support and The Graduated Approach to providing SEND support

Levels of SEND Support

At St James' pupils receive high quality teaching through our ordinarily available provision, which we refer to as our universal offer. We are proud to offer a secure and extensive universal offer that supports every child. This provision is in place for all our pupils.

Quality First Teaching, ensures the needs of the majority of children are met within the classroom environment. Through carefully planned lessons, adaptive teaching strategies, and appropriate levels of challenge and support, pupils access a broad and engaging curriculum, make sustained progress, and achieve positive outcomes alongside their peers. In all classes, teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.

- **Monitor** - A 'monitor' a monitor child requires a short term graduated response. If after two cycles, a child is continuing having difficulties, it is likely that SEND support level will be considered. Pupils at monitor stage are not automatically identified as SEND and receive enhanced monitoring and classroom adaptation prior to any decision regarding SEND identification.

- **SEND Support** - a child requires something additional and/or different to the core provision and short term graduated response (monitoring) has not resulted in sufficient progress. For all children at SEND support an ILP will be generated that has the child and their needs at the centre. Initiate 'Assess, Plan, Do, Review' cycle with SENCo support. An ILP will be created with learning targets linked to identified learning need/s.

- Use evidence-based interventions (EEF guidance)
- Share targets and strategies with parents/carers and pupils
- Adjust provision based on outcomes.

- **Education and Health Care Plan (EHCP)** - A child who requires specific support in class and where progress and needs have not been met through an ILP will be considered for an EHCP and request a needs assessment. Parents, the child, school and any other agencies involved will be asked for their input which will be presented to Dorset Council SEND panel.

The Graduated Approach to SEND



Where a pupil is identified as having SEND, our school will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four-part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

Assess - Class teacher and SENCo will carry out a clear analysis of a pupil's needs, drawing on teacher assessment, experience of the pupil, previous progress and attainment and information from the school's core approach to pupil progress, attainment and behaviour. Assessments will be reviewed

regularly to ensure that support and intervention are matched to needs.

Plan - If it is decided to place a pupil on SEND support, the parents will be formally notified.

Do - The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil either one to one or with a group the class teacher remains responsible for overseeing the planning and assessment of the intervention and feeding back to parents.

Review - The effectiveness of the support and the impact of this support on the pupil's progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress.

Where a pupil has an EHCP, the LA and school must review the plan at least once a year.

SEND support

Following a review of the strategies, it may be necessary to make adaptations to the provision which is additional to, or different from, that which is already provided. It may be that the child:-

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the relationships policy used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The ILP will evidence:-

- The child's view and what is important to them (to include likes and dislikes)
- The views of their parents/carers
- Areas of strengths and difficulties
- How best to support the child, stating any continued provision/ targeted intervention
- Review against targets

The ILP will be reviewed throughout the year (July, October, December and March) and shared with parents/carers.

Requesting an EHCP

Where, despite all of our best endeavours and evidence of at least two cycles of Plan, Do and Review, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment for an EHCP.

However, this may or may not result in the LA issuing an EHCp. Where a child has an EHCP, we will carry out an annual review which parents, the child, the SENCo, the class teacher and if necessary the LA and outside agencies, will be invited to attend. If they are unable to attend it is requested that they provide some written feedback regarding the child.

The EHCP will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed (by Dorset Council) called the Provision Lead who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information.

Nursery SEND provision

This policy also includes the provision for SEND in the school's dedicated nursery. This includes the following:

- 2 year checks
- Early identification
- Partnerships with health services
- Progress checks
- Transition arrangements

The nursery can request support from the Best Start in Life Advisory Team.

Criteria for exiting the SEND Register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they will be removed from the SEND register and placed on our monitor stage of the SEND register in order to monitor ongoing progress.

Supporting Pupils at school with a Medical Condition

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. As well as follow any advice or recommendation from external medical experts. Some children will have their medical conditions recognised within their Education, Health and Care Plan.

Parent/Carer Voice

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. The school strives to ensure that parents/carers are fully involved in the identification, assessment and decision-making process in the academy. Parents'/carers' contribution to their child's education is valued highly by the staff in the school.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should discuss this with either the SENCo or the Headteacher who will issue a copy of the Academy's Complaints procedure. The complaints policy is also available through the school's website.

Criteria for Evaluating the Success of our Policy:

The policy will be evaluated against the objectives stated on page two by:

- ✓ An analysis of the curriculum, support and resources that are deployed to meet the pupil's needs.
- ✓ An analysis of the pupil's academic, social and emotional data and the interventions in place to narrow identified gaps (this analysis will include evidence from learning walks and assessments against ILP targets).
- ✓ By involving the pupils, parents/carers and outside agencies in discussing, constructing and reviewing provision through the process of ILPs and EHCP reviews.