



St James' CE Academy

Special Educational Needs and Inclusion Policy

Headteacher: Mrs A. Devaney

SEN Co-ordinator: Mrs L. Dobson

SEN Co-ordinator deputy: Mrs C. Moore

SEN Governor: Miss P O'Brien

Anyone requiring any information about Special Educational Needs may contact any person named above at the school.

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SECTION A: SCHOOL ARRANGEMENTS

Definition and Aims:

St James' CE Academy values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.

This policy builds on our school inclusion ethos, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Definition of Special Educational Needs

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN Code of Practice 2014

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The SEN aims of the school:

To ensure that all pupils achieve their best and become confident individuals living fulfilling lives.

This will be achieved by:

- Ensuring all pupils have access to a broad and balanced curriculum

- Providing a differentiated curriculum appropriate to the individual's needs and ability
- Ensuring the identification of all pupils requiring SEN provision as early as possible in their school career, so that a child with SEN gets the support they need
- Ensuring that SEN pupils take as full a part as possible in all school activities
- Ensuring that parents of SEN pupils are involved with the discussions and decisions taken relating to their child's needs and kept informed of their child's progress and attainment
- Ensuring that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

Special educational provision:

Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school.

Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

St James' CE Academy will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are involved when SEN provision is being made for their child.

St James' CE Academy supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN:

1. **Communication and Interaction**, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. **Cognition and Learning**, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.

3. **Social, mental and emotional health**, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.

4. **Sensory and/or physical needs**, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

Roles and Responsibilities:

The SEN team of the school is:

Headteacher	Mrs A Devaney
Special Educational Needs Co-ordinator	Mrs L Dobson
Special Educational Needs Co-ordinator Deputy	Mrs C Moore
Special Educational Needs Governor	Miss P O'Brien

Class Teachers, Teaching Assistants, parents and the children themselves also have key roles to play.

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headteacher, the SENCo and all other members of staff have important responsibilities.

The way in which a school meets the needs of **all** children has a direct bearing on the nature of the additional help required by children with special educational needs, and on the point at which additional help is required. The key to meeting the needs of all children lies in the teacher's knowledge of each child's skills and abilities and the teacher's ability to match this knowledge to finding ways of providing appropriate access to the curriculum for every child.

The Role of the SENCo:

The SENCo plays a crucial role in the school's SEN provision. Other key responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the Local Authority and its support services

- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments
- Ensuring that the school keeps records of all pupils with SEN up to date

For effective co-ordination all staff must be aware of:

- The roles of the participants
- The procedures to be followed - SEND Identification Pathway
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern'
- Mechanisms that exist to alert the SENCo to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision
- Additionally, parents must be given clear guidance to the means by which they can contribute and provide additional information when and if required.

The Role of the Governing Body:

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting SEN pupils
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy

The Role of the Class Teacher:

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils - SEND Identification Pathway
- Are aware that they are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialised staff
- Collaborating with the SENCo to decide the action required to assist the pupil to progress
- Working with the SENCo to collect all available information on the pupil

- In collaboration with the SENCo, develop special educational provision for SEN pupils
- Working with SEN pupils on a daily basis to deliver a broad and balanced curriculum that is differentiated and personalised
- Managing TAs on a daily basis to ensure effective delivery of any additional special educational provision for those pupils
- Developing constructive relationships with parents

The Role of the Teaching Assistant:

- Keep a record of work they have done with children and discussed with the class teacher daily
- Liaise with the class teacher, SENCo and other involved staff regarding pupils with SEN
- Attend reviews relating to individualised programmes or EHCP Annual reviews
- Attend training as and when required

The Role of the Headteacher:

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCo
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Co-ordinating and managing provision:

As recognised by the Code of Practice, the SENCo has an:

“...important role to play with the head teacher and governing body in determining the strategic development of SEN policy and provision...”

Admission arrangements:

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and or disabilities and has due regard for the practice advocated in the Code of Practice 2014.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

Allocation of Resources:

Within the Multi Academy Trust, academies are provided with resources to support those with additional needs including pupils with SEN and disabilities. This amount is identified within their overall budget. Schools are not expected to meet the full cost of more expensive special educational provision; they are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per

year. The responsible authority, usually where the child or young person lives, should provide a top-up funding where the costs of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

SEN expenditure includes: SENCo non-contact time, employment of TAs, purchase of Specialist teaching time and the purchase of specialist SEN resources.

Where an EHCP of Special Educational Need has been issued, current practice is for a TA to be assigned to the support of that child, although this individual may change throughout the day/week/year in an effort to support the child become more independent and not reliant solely on one adult. This will occur as and when appropriate (this will be reviewed annually).

St James' CE Academy follows LA and DFE guidance to ensure that all pupils' needs are appropriately met. The school completes the annual SEN audit online.

Identification, Assessment and Review

Broad Areas of Need:

The Code of Practice 2014 does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

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

The SEN Code of Practice 2014 also makes it clear that:

“ ...all teachers are teachers of pupils with special educational needs...”

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. If a pupil is not making adequate progress, it is seen as a significant factor when considering the need for SEN provision. The school tracking procedures identifies pupils not making expected progress and this is discussed at half termly pupil progress review meetings.

Early Identification:

At St James' CE Academy we recognise that early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment: upon entering school each pupil's current skills and levels of attainment are assessed. At the same time, any evidence that a pupil may have a disability is also considered in line with the Equality Act 2010, and if this is so, appropriate reasonable adjustments are made.
- In Foundation Stage, the children undergo observational assessment to achieve a baseline from which future progress is measured. They will also undergo speech language and communication assessment using the progression tool. The children in Year one undergo formal phonic screening; in Year 2 and 6 pupils' performance is measured through statutory assessment tests (SATS) as well as through teacher assessment; the children in Y3, Y4 and Y5 also take part in the Optional SATS. The children in Y4 also take part in the Multiplication Tables Check during the Summer term. The NFER reading tests are used to give a baseline reading age at the beginning of each academic year, the children are re-tested in July.
- Pupils with suspected special educational needs on entry to the school will be observed, to determine possible area of need. The school will liaise with any previous setting to ensure a clear overview of the pupil's needs is obtained. Following this, a range of targeted assessments are employed; these may include writing and reading screening tests (for instance the Duncan word test), Sandwell Numeracy test, Speech, Language and Communication progression tool as well as MAT, BPVS, Aston Index, Sheffield dyslexia screening, and fine and gross motor screening profile.
- If any children are identified with suspected special educational needs, the classteacher will contact the parents/carers and inform the SENCo. The child will first have had access to high quality teaching and differentiated lessons which are targeted to their specific, identified needs. If however the child's performance continues to be a concern, the class teacher will make their concerns known to parents/carers and alert the SENCo. Additional support will be quickly put in place while the class teacher and SENCo consider all of the information gathered within school about the pupil's progress and needs. To support this, a range of assessment tools will be used. The SENCo will hold discussions with parents/carers and the child to get their views so that a rigorous, measureable intervention can be designed and put in place to support the child's individual needs. The effectiveness of the support and interventions, and their impact on progress, will be reviewed in line with an agreed time scale.
- Any staff working with children with special educational needs will receive appropriate training to ensure they deliver the high quality support.
- For those pupils who do not make adequate progress through the graduated approach further assessment by external agencies, such as the Educational Psychologist, IPASS and Speech and Language Therapy Services may be necessary. Any referrals are made only after discussion with the child's parents/ carers.

The Range of Provision:

The policies outlined in this section apply to all pupils with SEN, whether or not they have **EHC Plans** (Education, Health and Care Plan).

- a) The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the SEN provision for these pupils is evaluated by ensuring that they make adequate progress. Parents and children are invited termly to discuss their progress with the class teachers and the SENCo. If however an SEN intervention programme is delivered over a specific time period, the review may be held earlier.
- b) Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a half termly basis in all their subjects in line with the whole school policy of half termly assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.
- c) The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at St James' CE Primary are:
 - Wave 3 1:1 Reading Support Programmes (delivered by trained TA's)
 - Wave 3 1:1 Numeracy Support Programme (delivered by trained TA's)
 - LEXIA
 - Fine and gross motor skills programmes (BEAM and Clever Fingers)
 - Friendship groups
 - Social groups including "Construction" therapy
 - Dyslexia support
 - Speech and Language Interventions (individual programmes)
 - Multi-sensory phonics
 - Working memory programmes (Memory Magic)

All staff members, who deliver any intervention programme, receive training either from external agencies and organisations or in-house to ensure all interventions are delivered effectively. All interventions are subject to a monitoring cycle.

Within school SEN support may include:

- (i) In class support, where a teaching assistant may support one or more children to understand the content of the lesson.
 - (ii) Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils
 - (iii) One to one withdrawal, where there may be a targeted support in their specific area of need.
- d) Additional support for pupils with SEN is provided in the form of:
- (i) In-class TA support
 - (ii) Social skills groups where appropriate.
- e) For those pupils who do not make adequate progress through the graduated approach further assessment by external agencies, such as the Educational Psychologist, IPASS and Speech and Language Therapy Services may be necessary. Any referrals are made only after a discussion with the child's parents/carers.
- f) Children with specific needs may require visits from professionals from outside agencies to be held within school. This will be arranged upon receipt of a letter giving details of the date, time and the name of the visiting professional, and a room will be made available, as will any adult who may be required to be present for training etc. All visitors to school will be required to provide identification.
- g) Additional support is provided for pupils with emotional and social needs in the form of an ELSA trained Emotional and Wellbeing Practitioner, who is available for all pupils in the school including those with special educational needs.
- h) Children with medical conditions have an Individual Health Care Plan. This is written with the support of Parents/Carers and any other advisory agency. It is reviewed annually, however it may need to be updated more frequently depending upon the individual's needs. Once the Individual Health Care Plan is written and agreed by parents/carers a copy is circulated to parents/carers, class teacher, TA's, school's administration staff, lunchtime supervisors, Headteacher, SENCo and any other adult within school who needs to be aware of any procedures to follow in case of an emergency. In the case of an emergency the school will ring 999 and then the parents.
- If a child requires specialised medication to be administered in school, training by the appropriate medical professionals will be arranged.
- If a child requires medication, parents/carers must complete and sign a medicines form, a strict medicine administration protocol is followed. Full details are available in the schools' Medication Policy.

- i) A variety of extra-curricular activities are held throughout the year in school, these include dance, a range of sports clubs. All children, including those with special educational needs, are encouraged to participate. Lunchtime sports clubs are also run throughout the year. A breakfast club is available every morning and all children can attend. All of these extra-curricular activities are currently available at no charge to the families. Friendship groups are run in school to help support children develop a circle of friends; Buddies are on the playground at playtimes and lunchtimes to offer help if a child is in need. All Year 6 children are invited to attend early morning Booster Classes from September of each year.
- j) The school has a School Council and **all** children are encouraged to stand for election. Meeting with the councillors are held regularly in class, where every child has the opportunity to ask questions and voice their opinions.

English as an additional language:

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Difficulties related solely to limitations in English as an additional language are not SEN.

Monitoring Pupil Progress:

Where a pupil is identified as having SEN, effective educational provision will be put in place. All SEN children will have a School Support Plan.

Assess: a clear analysis of the pupil's needs and assessment will be carried out regularly

Plan: The Class teacher and SENCo will agree, after consultation with parents/carers and the pupils, 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.

Do: Where any interventions involve group or one to one work this will be carried out over a specific time with entry and exit data being gathered and collated to support with assessment.

Review: The effectiveness of the support and/or interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress

- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual school records, School Support Plan and provision mapping, additional information may include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

All children have access to quality first teaching:

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates a **graduated response** to meeting pupils' needs. Parents/carers are involved at each stage.

Parents/carers are invited to discuss with the SENCo and the class teacher the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can best be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class teacher informally.
- b) Parents' Evenings when advice and support in helping their child at home can also be given.
- c) Liaison with the SENCo.
- d) Formal review of their child's progress with the SENCo and class teacher.
- e) Annual Review of EHCP's.

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

This may include:

- Individualised Intervention programme - targeted intervention
- Small group work - focused intervention
- Additional adult support - within the classroom
- Staff development/training

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists from outside agencies. Parents/Carers will be involved in any decision to involve specialists.

St James' School Support Plan:

This will include:

- Brief pen portrait
- Photograph of the child
- Child's voice
- Note of any external agencies involved
- Indication of the strategies used within class to support the child
- Advice relating to what works well for the child
- Any catch-up/keep-up support
- Specific SMART targets if applicable
- Entry and exit data
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- Parents' aspirations and expectations

The School Support Plan will record only that which is different from or additional to the normal differentiated curriculum. A copy of the St James' SSP will be provided for the parents/carers.

School Support:

This category is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCo after full consultation with parents and class teachers. External support services may advise on targets for a new St James' School Support Plan and provide specialist input to the support process.

SEN School Support intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists

- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the St James' School Support Plan (SSP) together with any recent data. The specialist may be asked to provide further assessments and advice; or possibly work directly with the pupil. The resulting SSP (St James' School Support Plan) will incorporate specialist strategies. These will be implemented by the class teacher but involve other adults as necessary. Where appropriate, the school may well request direct intervention/support from a specialist.

Reviewing St James' School Support Plans

St James' SSPs will be reviewed regularly. The school will hold the reviews in an informal manner; the parents/carers views on their child's progress will actively be sought. The pupil will be involved in this process, whether by reviewing their progress, preparing/discussing new targets, attending review meetings or a combination of all three where appropriate.

The Education, Health and Care Plan (EHCP)

The majority of children with SEN or disabilities will have their needs met within local mainstream schools, academies or colleges. Some children may require an EHC needs assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

Requesting an EHC Plan:

The following people have the right to ask the Local Authority to conduct an education, health and care needs assessment:

- The child's parents
- A young person over the age of 16 but under the age of 25
- A person acting on behalf of a school, with the knowledge and agreement of the parent/carers or young person (where possible)

The school will request the Local Authority to conduct an education, health and care needs assessment, despite an individualised programme of sustained intervention within SEN School Support, when the child remains a significant cause for concern. An education, health and care needs assessment can also be requested by a parent/carer or outside agency such as foster carers, health and social care professionals, early years practitioners, youth offending teams, or probation services.

The school will have the following information available:

- The action followed with respect to SEN School Support
- The pupils' evaluated School Support Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history

- Data relating to progress across the curriculum
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Education, health and care plan will normally be provided where, after an assessment period, the LA decides an EHC plan is necessary. However, the school recognises that a request for an EHC plan does not inevitably lead to one.

Reviewing EHC Plans

These must be reviewed annually. The EHC plan must monitor the progress of the child towards their outcomes and longer term aspirations. The review must focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

The review must be undertaken in partnership with the child and their parents/carers and must take account of their views, wishes and feelings.

Those attending:

- The child's parent(s)
- The relevant teacher(s)
- The relevant TA(s)
- Representatives from involved outside agencies
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

Transfers between phases of Education:

An EHC plan must be reviewed and amended in sufficient time prior to a child moving between key phases of education.

A representative from the preferred High school is invited; this enables a discussion relating to transfer arrangements to take place. It also gives parents the opportunity to liaise with secondary colleagues.

Curriculum Access and Inclusion:

St James' CE Academy 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

We, at St James' CE Academy, have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are fully involved into all aspects of the life of our school.

Evaluating success:

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by subject co-ordinators, SENCo and Headteacher
- Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- Monitoring of impact of intervention programmes
- Consideration of each pupil's success in meeting School Support Plan targets

The views of teachers, TAs, parents and outside agencies will be taken into account when reviewing policy and practice.

Complaints procedures:

Complaints about SEN provision within the school are first dealt with by the SENCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing Body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff development and appraisal:

The SENCo holds the **Post-graduate Advanced Certificate in Inclusive Education** and is trained to deliver **Reading Recovery, Fischer Family Trust Reading Intervention** and **Numbers Count** programme within school.

All KS1 and most KS2 teaching assistants have undergone **Fischer Family Trust** training to support in the delivery of reading interventions. The SENCo has delivered in-house training - **reading, reading assessment, guided reading, numeracy, including Dyscalculia, memory attachment theory and Foetal Alcohol Spectrum Disorder**. All teachers and teaching assistants have attended **speech, language and communication training** delivered by a Speech and Language Therapist, and **ASD training** delivered by Northcott Outreach support within school. Some staff, who work with particular individuals or groups, may be

identified as requiring more intensive and rigorous training courses provided by outside agencies or organisations, for instance **ASD** and additional **speech, language and communication needs**. Our staff receive training from outside support agencies when necessary, including outreach and transitional support. Staff have undergone specific training to meet the needs of individual children within school, for instance **physiotherapy, asthma, social and emotional and ICT**, as well as **first aid**. All staff have undergone **safeguarding and epilepsy training**.

All staff are encouraged to identify their training needs. As appropriate courses become available staff are directed to them. The staff attend training courses provided by the Local Authority and other outside support agencies. All new staff working with children with special educational needs receive training to ensure they offer the best possible support to those children. St James' CE Academy has an ongoing programme of SEN CPD for all staff, including teachers, teaching assistants and ancillary staff.

Links with other agencies, organisations and support services:

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the Local Authority, service provider and/or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language - both NHS and Speech and Language Therapist brought in by the school
- The Language Unit
- Northcott ASD Outreach Service - Layla Ewan
- National Autism Society
- IPASS - Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children's Centres
- CAHMS for Mental Health Needs
- 0-25 Integrated Special Educational Needs and Disabilities team
- Severe Learning Disability (SLD) Outreach Support
- Kids - Parent Partnership
- Hull SEN and Disability information Advice and support services (SENDIASS)
- School Nursing Team
- Whitehouse Unit

- Sullivan Centre
- Cruze / Dove House Bereavement Support Team
- Barnardo's
- Police

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.

Throughout this process the Local Authority has a duty to request the opinions of parents, the school and other involved professionals.

Partnership with parents:

St James' CE Academy firmly believes in developing a strong partnership with parents/carers and that this will enable children with SEN to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss with the Class teacher and SENCo the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class teacher informally.
- b) Parents' Evenings when advice and support in helping their child at home can also be given.
- c) Liaison with the SENCo.
- d) Formal review of their child's progress with the SENCo and class teacher.
- e) Annual Review of EHCP

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

The voice of the child:

St James' CE Academy is committed to the principle of pupil participation. Children are involved at an appropriate level in setting targets and in review meetings. Children are encouraged to evaluate their own performance against their targets. We recognise success here as we do in any other aspect of school life.

- a) The child/young person is involved (as is appropriate) at every stage of the assess, plan, do and review process:-
 - (i) At the initial assessing and planning stage, in order to support a 'person-centred approach', the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
 - (ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child may be made in order to gather information regarding their likes, interests, dislikes and difficulties.
 - (iii) The thoughts and opinions of parents/carers, and those who know them best, will also be sought.
 - (iv) Any documentation used as a part of the agreed provision, (such as a School Support Plan, pen portraits to create a picture of the whole child), will have a 'child friendly' section which will be shared with the child/young person so that they are able to understand all aspects of their support.
- b) The child/young person is able to discuss any aspect of their provision in a number of ways:-
 - (i) Informally with their class teacher on a regular basis.
 - (ii) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
 - (iii) A child/young person may contribute to this meeting either by attending in person or by providing written input.

During these meetings a 'person centred approach' allows for professionals, parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

Links with other schools and transfer arrangements:

All children with special educational needs will require support and planning when they transfer between key stages from 0-25. Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the Local Authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs, the SENCo, together with the Y6 teacher, meets with the transition co-ordinator and a member of the SEN department from the high schools involved. At these meetings the needs of SEN pupils are discussed and arrangements made for the transfer of records, transition visits are arranged and for our vulnerable pupils additional visits are put in place. Regular meetings between the SENCo and parents/carers are also arranged so that they too are fully involved in the transition process. The SENCo of the receiving school, where possible, is invited to attend the final Annual Review of pupils with EHC plans destined for that school.

Transition Support Booklets are made with the transferring child, photographs of people and places are taken on the additional transition visits and the booklets are prepared in school; these are sent home when the child moves up to high school. The child and parents/carers are encouraged to refer to it throughout the holidays to help support a smooth transition.

A similar process is followed throughout St James' CE Academy; any child identified as requiring support through transition will have additional visits to their new classroom arranged. They have opportunities to meet with their new teacher and any other adults who may work in that class. A Transition Support Booklet with photographs is prepared with the child and this is sent home so that it can be referred to throughout the holidays.

Reviewed January 2021

Date of next: Ongoing

Glossary:

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

ASD - Autistic Spectrum Disorder

CPD - Continued Professional Development

EHCP - Educational Health Care Plans

EYFS - Early Years Foundation Stage

HI - Hearing Impaired

IPASS - Integrated Physical and Sensory Service

MSI - Multi-sensory Impairment

PD - Physical Difficulties

PMLD - Profound and multiple learning difficulties

SEN - Special Educational Needs

SENCo - Special Educational Needs Co-ordinator

SLD - Severe Learning Difficulties

SLCN - Communication and Interaction, including speech, language and communication needs

SpLD - Specific Learning Difficulties

TA - Teaching assistant

VI - Visual Impairment