



SPECIAL EDUCATIONAL NEEDS POLICY



**Kindness, Respect, Collaboration, Resilience, Aspiration, Courage,
Friendship**

This policy was adopted on: June 2025

The policy is to be reviewed: June 2026

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 2014. The policy has been written by the school's SEND Co-ordinator (SENCO), with the SEN Governor, in liaison with the Senior Leadership Team.

THE SCHOOL PROVISION

The person responsible for managing our setting's responses to the provision we make for pupils with SEND is Mrs Helen Hoy. Mrs Hoy can be contacted via the office or emailing senco@stjamesjohn.bucks.sch.uk

The class teachers shall take responsibility for meeting the needs of all pupils in their class with support and advice from the SENCO.

The school's policy on admissions will not discriminate against those pupils with SEND if their needs can be met within the existing provision and resources.

It is the responsibility of the Headteacher, together with the SENCO, to ensure all pupils have access to the full curriculum.

ROLES and RESPONSIBILITIES OF THE GOVERNING BODY

Mrs Sonia Pike is the SEN Governor, appointed to meet termly with the SEND Co-ordinator to monitor the implementation of the policy and to ensure full partnership between home and school.

THE SCHOOL'S BELIEFS AND VALUES SURROUNDING SEND

We believe pupils with special needs have the same right of access to the full curriculum as other pupils. The Governors of the school are committed to the above statement. Our school uses a whole school approach to special needs involving all members of staff. Governors of St. James and St. John Church of England Primary School will report on special needs provision in the school profile.

SCHOOLS AIMS and OBJECTIVES for its SPECIAL EDUCATIONAL NEEDS PROVISION

Aims

All pupils with special educational needs:

- will be given access to a broad, balanced and relevant education as for all pupils in our school
- will have raised aspirations and expectations as for all pupils in our school
- will be provided with a focus on outcomes, not solely on hours of support or provision given
- will be encouraged to be independent, show respect for others and gain high self esteem
- can expect the school to use our best endeavours to secure special educational provision for pupils who have needs that are additional to and different from that provided for by the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory/physical

The school will;

- request, monitor and respond to parents/carers' and pupils' views in order to evidence high levels of confidence and partnership (assess, plan, do and review)
- ensure consultation with health, social care professionals and other external agencies in order to meet the needs of all vulnerable learners.

At St. James and St. John Church of England Primary School, we believe that every child matters and every child has the right to:

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being

In the provision of Special Educational Needs, the staff in our school are totally committed to ensuring that the pupils can achieve their potential in all areas at all times.

Objectives

The Aims of the policy will be supported through:

- thoughtful, negotiated, sympathetic assessment and testing
- the promotion of a happy, sensitive and secure environment to ensure the most effective learning
- encouraging parents as partners in the learning process for their pupils
- teaching a variety of learning strategies matched to individual needs
- recognition and recording of notable achievements by all pupils
- and benefit from a caring, informed and supported staff

SPECIAL EDUCATIONAL NEEDS PROVISION

The school follows the special needs model as outlined in the Code of Practice (Pupils and Families Act 2014). The school follows the processes and procedures according to the Code of Practice 2014, in line with The Equality Act (2010).

At our school, we use the following definition for SEN and disability, in line with the SEND Code of Practice (2014).

A child has a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of pupils of the same age in the school.
- b. have a disability, which prevents or hinders the child from making use of educational facilities of a kind, provided for pupils of the same age, in schools in the area of the LA.

A child is not deemed to have learning difficulties solely because a child has English as a second language. A child is not necessarily deemed to have learning difficulties because a child has behavioural difficulties. We strongly recognise how the following may also impact upon progress and attainment, whilst not falling under the category of SEN: Attendance and Punctuality; Being in receipt of a Pupil Premium Grant and/or Being a Looked After Child.

Pupils and young people with SEND have different needs, but the general assumption is that all pupils with SEND, but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with our admissions policy. If a place is available, we will endeavour, in partnership with parents, to make the provision required to meet the SEND needs of pupils at this school.

Before making the decision to name our school in a child's EHCP, the local authority will send the SENCO / Headteacher a copy of the EHCP and then consider their comments very carefully before a final decision on placement is reached.

The local authority must comply with that preference and name the school in the EHC plan, unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child, or
- the attendance of the child would be incompatible with the efficient education of others, or the efficient use of resources.

In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

HOW DOES OUR SCHOOL KNOW IF CHILDREN REQUIRE EXTRA SUPPORT FOR LEARNING?

At St. James and St. John Church of England Primary School, we believe that the identification of SEND should be built into the overall approach to monitoring and assessing the progress and development of all pupils. We assess all pupils upon point of entry. Class teachers make regular assessments of progress for all pupils. Our whole school tracking system of attainment outcomes also indicates a lack of expected progress. This is used to inform our formative assessments and discussed at termly Pupil Progress Meetings between the class teachers, Headteacher and the school's leadership team.

Where pupils appear to be making significantly slower progress for their age and/or starting point than expected, we will embark upon a course of extra support. Concerns may also be raised by parents/carers or a pupil's previous school. We adopt the 'Graduated Response' to addressing SEND, as described in the SEND Code of Practice 2014.

Action relating to SEND support will follow an assess, plan, do and review model:

- Assess – data is collated by the class teacher in order to make accurate assessments of pupils' needs.
- Plan – If review of this assessment discussion indicated that "additional to and different from" support will be required, then the class teacher, in consultation with the SENCO, will plan individual and group work appropriate for the child using the

existing planning processes and classroom resources. The child's parents will be notified and where possible their co-operation sought to support the child's learning.

- Do - An Individual Educational Plan (IEP) will be drawn up as our current format in which to record this action. These details targets for the child to work towards, and resources that will be made available to the child. The resources may include the allocation of time of classroom support assistants or the class teacher to work individually with the child on a regular basis.
- Review – Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

Where, despite, high quality teaching targeted at their areas of weakness, a pupil appears to sustain inadequate levels of progress, the class teacher will liaise with the SENCO and parents and at this point may seek the advice of external agencies.

If a pupil has significant or lifelong difficulties and the support required to meet their needs cannot reasonably be provided from with the school's resources, a request may be made to the local authority to assess their education and health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How will the school prepare/support my child when transferring to a new school, including Secondary transition?

A number of strategies are in place to enable effective pupil('s) transition. These include:

- A planned introduction programme in the summer term to support transfer for pupils starting school in September, including a planned New Parents meeting and/or extra visits/meetings with new schools, as appropriate.
- The Headteacher and/or SENCO meets with all new parents of pupils who are known to have SEND, to allow concerns to be raised and solutions to any perceived challenges to be located, prior to entry.
- For pupils transferring to local schools, the SENCOs of both schools will liaise to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- If pupils are transferring from another setting, the previous school's records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- The Annual Review/Phase Transfer Review in Yr. 5 for pupils with an EHCP begins the process where parents are supported in their decision for Secondary schooling choices.

SCHOOL EXPENDITURE

The school's income for SEND support is encompassed within the school budget and determined by the needs of individual pupils. Funding is used to provide Learning Support Assistants across the school and to purchase a wide range of resources, used to address needs within the school. Expenditure for SEND may also encompass the use of a wide range of specialists.

In recent years our staff have received a range of training to increase awareness of SEND. Awareness training has been provided on:

- how to support pupils with Dyslexia and literacy difficulties

- how to support Autistic pupils
- how to support pupils with social and emotional needs
- how to support pupils with speech, language and communication difficulties
- Step Up Training to support de-escalation and emotional well-being
- One member of staff (Miss Wheeler) has completed Nurture Group Training.

This training has been provided by means of Local Authority resources and National resources, combined with in-house expertise from the school's SENCO.

The SENCO has regular liaison with Specialist Teachers from the Local Authority's Cognition and Learning team, Educational Psychologist, Speech Therapy Team and the Behavioural Support Team. We also have advice sessions from the Occupational Therapy Team.

The SENCO regularly attends Local Authority network meetings in order to keep up to date with local and national updates in SEND.

Please refer to the school's website to access our Annual SEND report, which links in with the Education Authority's 'Local Offer'. This forms a description, in broad terms, of the special educational provision from early years, through to post 16 yrs., provided by the LEA, including information about the arrangements in place for pupils with SEND, across Buckinghamshire.

PARENTAL INVOLVEMENT

We encourage an active partnership between the school, parents and external agencies in order to ensure a full understanding of each pupil's needs.

The Children and Families Act 2014 obliges the school to involve and inform parents at every stage of the assessment procedure. We encourage those parents to be partners in decision-making.

We give support and guidance to help their child make the best possible progress. Parents will be consulted on an individual basis. Attainments towards identified outcomes on the Individual Education Plans will be shared with parents termly through feedback regarding SEND support reviews, but also through the school reporting system and Parents' Evenings.

Parents are invited to IEP review meetings, held with the class teachers. On occasions, the SENCO may be in attendance. During these meetings, parents will be advised by the class teacher and/or SENCO, of additional ways in which they can support their child's learning.

In addition to these meetings, parents may, of course, contact the school office to arrange a mutually convenient time to discuss concerns or information.

The views of the child will be included in the review process and pupils will be invited to attend the IEP review meetings (where appropriate).

MONITORING

The effectiveness of this policy will be reviewed regularly by the Headteacher and SENCO. The Designated Governor will annually review the effectiveness of the policy through discussion with class teachers and the SENCO. The discussions may include:

- Teachers' awareness of systems in place
- the register and pupils' files
- the review of IEPs
- how class teachers are meeting the needs of pupils
- how progress is monitored
- effectiveness of the interventions

The outcomes of this review process are used to inform the School Improvement Plan.

The school monitors –

- pupil voice
- the parents' perceptions of how pupils' needs are met
- how provision matches EHCPs
- that external agencies have fulfilled their obligations to the pupils
- the budget and the efficiency of its use

This policy will be reviewed annually.

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