

ST JAMES' CE FIRST SCHOOL AND NURSERY



Special Educational Needs and Disabilities Policy



Our Vision:

“Make great choices. Be our best.”

Underpinned by the story of the Wise and Foolish Builders

(Matthew 7: 24-27)

Our church school ethos is built around nurturing meaningful relationships both in school and beyond. We strive to develop ways in which we can grow and flourish together.

Our school values of Hope, Peace, Respect, Friendship, Trust and Kindness were chosen by the school community, based on Jesus' statement of bringing fullness of life.

The school's current vision and values underpin this policy and have been used to drive and shape this policy

This policy was reviewed on:

February 2025

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25(July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher, has overall responsibility for Special Educational Needs and Disability in St James' CE First School and Nursery School.

The designated teacher responsible for coordinating SEND provision for children is: Kathryn Cousins.

Contact details: St James' CE First School and Nursery, Park Lane, Alderholt, Dorset, SP6 3AJ

Telephone: 01425 653063

The Local School Committee (LSC) Member with oversight of the arrangements for SEN and disability is: Lynne Nash who can be contacted via the school office.

We provide a broad and balance curriculum that is designed to be inclusive and all children are valued equally and provided for according to need.

AIMS AND OBJECTIVES

St James' First School and Nursery has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives. Our school offers an inclusive curriculum and aims to meets the needs of the vast majority of SEND within our mainstream school.

AIMS

- To identify at an early age, individuals who need extra help and support.
- In line with our Christian ethos we aim to create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs in which all children can flourish.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum via quality first teaching in the classroom.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Inclusion co-ordinator who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

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ROLES AND RESPONSIBILITIES

Local School Committee

The LSC will exercise their duty and have regard to the children and families Act 2014 and the Equality Act 2010. This will include monitoring and reviewing that St James' School and Nursery have arrangements that support disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published on the school website.

Special Education Needs and Disability Co-ordinator

The role of the Special Education Needs and Disability Co-ordinator (SENDCO) is responsible for overseeing the day to day operation of the school's SEND policy. The SENDCO will coordinate additional provision for children with special educational needs and disability. With the support of all stakeholders, the SENDCO seeks to develop effective ways to overcome barriers to learning and ensure children meet their potential. The SENDCO will be the key point of contact with external agencies and other educational providers and facilitate successful transitions as and when these occur. The SENDCO will ensure that staff in school keep all records up to date and these are forwarded and/ or retained as necessary.

Children in Care and Care leavers

The Headteacher, is the designated person for children in care/ post care and will liaise with any local authority external agencies whom should be involved in individual child's case.

ADMISSION ARRANGEMENTS

St James' School and Nursery uses the local authority arrangement for school admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this we make appropriate reasonable adjustments to accommodate those who are disabled.

Where adaptations are required to support physical or medical needs, St James' School and Nursery liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual needs. More information can be found in the Local Offer information held on the local authority's website, <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the LSC in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place for example wheelchair access and a toilet for disabled. Essential equipment and resources are provided when needs have been identified and assessed.

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff. We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer> using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

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IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Communication and Interaction

- this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning

- this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, mental and Emotional Health

- this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs

- this includes children with sensory, multisensory and physical difficulties.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements. We would recognise a child may have a special educational need or disability if they had a greater difficulty in learning than most other children of similar age; or if they had a visual, physical or mental disability or behavioural and emotional behaviours that made it difficult for them to access mainstream schooling.

Parents/carers are consulted alongside the class teacher or/and the SENCO when we have a concern relating to the broad areas of need. The SENDCO will consult and discuss the provision process to parents/carers which may include the use of education and health outside agencies e.g. educational psychologist, behaviour support, school doctor, speech therapists. Medical information supplied by parents is shared appropriately to all staff who teach or support children with medical needs.

Learning needs are managed either by using additional support in the classroom and/ or by applying an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school. Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching and learning for all children including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs.

Where it is decided that a child does have SEND, the decision will be recorded in the school records and the child's parents / carers must be informed that special educational provision is being made. The SENDCO will use the school's tracking system and comparative national data and expectations to monitor the assessment level and rate of progress for children identified with SEND.

If a child has been identified as having special educational needs, a support plan will be actioned and the school will keep a careful record of this in order to monitor progress. The plan is reviewed regularly by the SENCO and class teachers. Parents may be invited to meet the SENDCO to discuss their child's plan and to contribute to the review process.

We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

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SUPPORTING SEND CHILDREN IN OUR SCHOOL

All learners have full access to teaching and learning, suited to their own abilities, within the curriculum. Where a child is identified as having SEND and or a disability, this school adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with staff, parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

MONITORING AND EVALUATION OF SEND

Formal monitoring of SEND provision takes place termly by reviewing Support Plans and setting new or amending targets by the class teachers after consultation with SENDCO. Parents/carers may be invited to meet the SENDCO to discuss their opinions and concerns. Support plans may be amended to reflect parents' views as appropriate. Parents/ carers are also aware that the SENDCO, class teachers and Headteacher are available throughout the school year to discuss any concerns they have regarding their child's progress or difficulties.

Children who achieve their targets before their next review is due will have a target added to their plan. Informal monitoring is ongoing. Class teachers, teaching assistants and the Headteacher discuss children's SEND needs regularly with the SENDCO. Appropriate action is swiftly taken and adaptations made in a timely fashion.

Where it is deemed that a child's needs are such that multiple agencies will be involved it may require an application for an Individual Healthcare Plan (EHC) to be made. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE - July 2014) and if appropriate, issued with an EHC Plan.

COMING OFF THE SEND RECORD

A child will be removed from the SEN register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully, in line with the age appropriate expectations. Although, it is still possible that some children may require low-level support for particular aspects of their learning which may be due to their underlying learning issues.

All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC plan will follow the statutory guidance for ceasing an EHC plan as set out in the Code of Practice. The ceasing of an EHC plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC plan. However a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

St James' First School and Nursery will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. (See school policy on "Supporting children at school with medical conditions").

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TRANSITION ARRANGEMENTS

St James' First School and Nursery are committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school.

Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education. The SENDCO will arrange extra visits to the transition school with SEND children and their parents if needed and receiving schools liaise with the Year 4 teacher and SENDCO in the summer term before SEND move to middle school.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required. The SENDCO will provide information on specific needs for new staff. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals. LSC Members are informed of relevant SEND training courses and of those to support children at school with medical conditions via the clerk to the LSC.

SEN INFORMATION and ACCESSIBILITY

St James' CE First School and Nursery presents its SEN information in three ways:

- by information placed on the school website which can be found at <https://www.alderholt.dorset.sch.uk/>
- by following the link from the school website to the local authority's Local Offer website
- through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school and request to use IT facilities to view the school and local authority's websites.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO. St James' publishes its Complaints Policy on the school website; <https://www.alderholt.dorset.sch.uk/>