

St James Primary School

Special Educational Needs and Disability Policy

Policy Schedule

Written	September 2026
Agreed by Staff	
Ratified by Governing Body	
Next Review	September 2027

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Introduction

At our school we are committed to giving all our children every opportunity to achieve their best and to be as independent as they can. The achievement and well-being of every child is important and is the responsibility of everyone in our school. All teachers are a teacher of every pupil in their class, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school.

Aims

At our school all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and to feel that they are a valued member of the school and wider community.

Our aims are:

- To ensure that all children, whether having Special Educational Needs or Disabilities (SEND) or not, feel that they are an integral part of the school.
- To enable every child to realise their potential and to celebrate their strengths.
- To identify promptly all children who have SEND through frequent monitoring of progress, assessment and dialogue with teachers, support staff and parents.
- To ensure that appropriate, carefully planned provision, which is reviewed regularly, including with the child where appropriate, is in place for each child with SEND.
- To work closely with parents to support and encourage them to take an active, positive role in their children's learning.
- To raise expectations and aspirations for all pupils with SEND.
- To enable all pupils to become confident, independent individuals who will be able to make a successful transition to the next phase of their educational journey.

Objectives

- To ensure there is a clear process for identification, assessment, planning, provision and review for pupils who have special educational needs and disabilities.
- To implement effective whole-school provision management of targeted and specialist support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils who have special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.

Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), - sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Commented [LC1]: Addition of legislation & links

Links with other policies and documents

This policy links to the following documents:

- SEN information report
- [The Local Offer](#)
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Key Roles and Responsibilities

The Special Educational Needs Coordinator (SENCO) has day to day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care Plans (EHCP). Part of the role of the SENCO is to co-ordinate arrangements with the class teacher with regard to those pupils with SEN and disabilities.

SENCO: Yasmin Maddocks **Tel:** 01252 703248
The SENCO holds MA, QTS, NASENCO, NPQH

SEND Governor: Sarah Barnes **Tel:** 01252 703248

Designated Safeguarding Lead (DSL)

Charlotte Fincken

Deputy DSLs

Abi Bradbury, Stuart

Gardener, Kate Cleaver

Governor for Safeguarding and Child Protection

Victoria Beadle

Designated manager of Pupil Premium and Looked After Child Funding

Charlotte Fincken

Designated manager for Supporting Pupils with Medical Needs

Charlotte Fincken

Identification of Needs

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Whilst it is clear that the purpose of identification is to work out what action the school needs to take, it is not our aim to fit a student into a category. The needs of each individual student will be met by the consideration of the whole child, not just their special educational needs.

Other needs will always be taken into full consideration, where those needs may impact on progress and attainment.

For example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- Emotional and social needs
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)

At our schools we will identify the needs of the whole child which are broader than just the special educational needs of the child. This in turn will dictate the arrangements put in place to address those needs.

A Graduated Approach to SEND Support

Quality First teaching

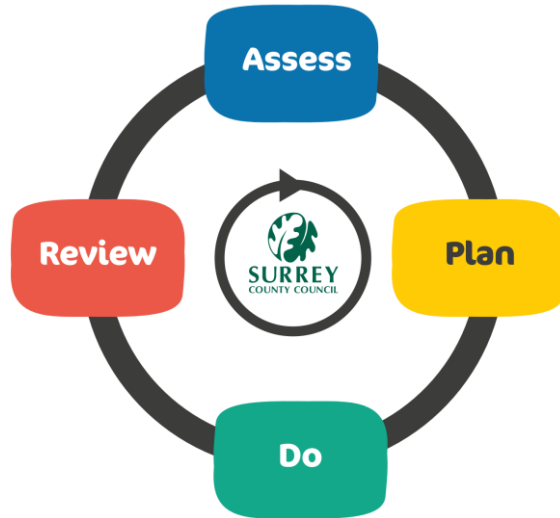
All teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEND. High quality teaching is a priority of the school and is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENCO to ensure that children are only identified as SEND if they do not make adequate progress despite interventions, reasonable adjustments and good quality personalised teaching.

How does the school decide whether to make Special Educational Provision?

Rigorous and robust monitoring, assessment and tracking systems of academic and emotional wellbeing measures are in place to ensure that children's attainment, progress and mental wellbeing are continually monitored. The school's first response to children making less than expected progress or showing signs of reduced mental wellbeing is high quality, targeted teaching and support by the teacher. Where progress continues to be less than expected, or if there are other concerns regarding a child's mental well-being, the class teacher will discuss these with the SENCO. Extra teaching, interventions or emotional support may be put in place at this point to address barriers to learning or poor mental wellbeing.

In deciding whether to make special educational provision, the class teacher and SENCO will consider all of the information gathered from within the school about the pupil, along with the views of the parents/carers and the pupils themselves. Decisions regarding the correct level of support for children are made in accordance with Surrey's Graduated Response outlined on the [Surrey Local Offer page](#).

SEND support follows an Assessment, Plan, Do, Review cycle



Assess

We ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We listen to the views and experience of parents/carers and the pupil. In some cases, we draw on assessments and guidance from other education professionals e.g. Educational Psychologists, Language Learning Support and from education, health and social services.

Plan

Where SEND support is required, the teacher and SENCO work closely together in consultation with parents to plan adjustments, interventions and support which are then put in place to meet the needs of the child. This plan will include the expected outcomes and targets and a date when progress will be reviewed. The views of the child are also taken into account. All staff who work with the child are made aware of the plan.

Do

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with the staff that are providing the support laid out in the plan. Progress will be monitored. The SENCO will provide support, guidance and advice to all those working with the child.

Review

The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, in consultation with the SENCO and parents. This will inform the planning of next steps for a further period or, where successful, the possible removal of the child from SEND support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering. Reviews are held every term and sometimes more often, depending on the needs of the child. Pupils share their views through their Pupil Passports and through meetings with support staff. Their views are included in the review meetings.

SEND Provision

SEND support can take many forms. It can sometimes include:

- An individual learning programme
- Evidence based interventions
- Extra support from a teacher or TA
- Making or changing materials and equipment
- Working in a small group
- Observations in class or in the playground and keeping records
- Helping a child to take part in class activities
- Making sure a child has understood things by encouraging them to ask questions and to try something they find difficult
- Supporting a child with physical or personal care difficulties such as eating, getting around school safely, toileting or dressing
- Supporting a child with their emotional well-being
- Supporting all children to be as independent as possible.

Managing the Needs of Pupils on the SEND register

Every child is an individual and their plan is tailored to meet their specific needs. Children requiring additional support are supported by the whole class team.

The Class Teacher is responsible for:

- The progress and development of all pupils, including those with SEND
- Differentiation of learning so that pupils with SEND are included and have appropriate access to the curriculum
- Ensuring the agreed plan of support is implemented within the classroom.
- Regular liaison with parents and with the SENCO
- Effective deployment of additional adults
- Sharing weekly planning with the Teaching Assistants so that they are aware of targets, methods and expectations for children with SEND
- Writing the targets on Individual Support Plans, reviewing them and outlining next steps in consultation with the SENCO.

The Teaching Assistant is responsible for:

- Ensuring that day to day provision is in place for the pupils they support, as detailed on each child's plan.
- Running interventions, as agreed by the class teacher or SENCO, keeping records of progress made in interventions and feeding back on progress to the class teacher.
- Implementing agreed strategies, programmes and advice from the SENCO or specialists

- Meeting and discussing intervention programmes with specialists such as Speech and Language Therapists
- Record keeping
- Supporting the child to work alongside their peers to promote inclusion.
- Encouraging and supporting independence
- Regular communication with the class teacher and SENCO
- Attending agreed training
- Attendance at weekly meetings with the SENCO.

The SENCO is responsible for:

- The SEND policy and its implementation
- Maintaining the Special Needs Register
- Co-ordinating support for children with SEND
- Maintaining individual pupil records.
- Monitoring and reporting on the quality of the provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Co-ordinating Annual Reviews
- Supporting staff in identification of pupils with SEND
- Mapping provision throughout the school
- Maintaining links and information with receiving schools to ensure smooth transitions
- Arranging the in service training of staff and CPD opportunities

Criteria for removing pupils from the SEND register

A child will be removed from the SEND register when their academic progress is in line with local and national expectations or if holistic mental wellbeing measures demonstrate that there is no longer a concern and support is no longer deemed necessary for them to maintain progress. The school will continue to monitor progress through the continuation of a Pupil Passport outlining any support, including reasonable adjustments that is to remain in place.

Commented [LC2]: Reworded to highlight mental health

Requesting an Education Health and Care Plan

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. As a result of the Plan Assess Review cycle, it may be felt that they are not making sufficient progress towards identified outcomes, despite the relevant and purposeful actions taken to identify and meet their needs, and that a request should be made for an Education Health and Care Plan (EHCP). This brings together health and social care needs, as well as their special educational needs and provision.

Children with an EHCP continue to be the responsibility of the class teacher. They may access further intervention from within school. Their progress will be monitored by the school through termly support plan reviews as well as an Annual Review, where the progress towards the outcomes on the EHCP will be reviewed and discussed.

Supporting Pupils and Families

We provide support in the following ways:

- Parents / carers are welcome to meet the Headteacher and SENCO by appointment
- The dedicated SEND Governor is available as a point of contact.
- Individual arrangements can be made for phased entry into Reception.
- Additional time and special arrangements for SATs is sometimes appropriate.
- Support for transition between classes.
- A transition group for vulnerable Year 6 pupils transferring to secondary school
- The SEND Information Report is published on the school website and is updated annually.
- The Home School Link worker meets with some families.

Supporting Pupils with Medical Conditions

Our school recognise that pupils with medical conditions should be properly supported – academically, physically and emotionally - so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have an EHCP which brings together health and social care needs, as well as their special education provision.

Monitoring and Evaluation of SEND

The Head Teacher and the Senior Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions that have proven outcomes and are evidence based. The impact of SEN provision is measured through;

- Analysis of pupil tracking data
- Progress against local and national data
- Interventions data
- Progress against individual targets
- Pupils' work and interviews
- Book scrutiny
- Learning walks
- Observations
- Pupil voice

Commented [LC3]: Addition of pupil voice

The SENCO maps provision for each class and costs provision. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and finance used in providing them.

The SEND Governor is responsible for:

- Monitoring the effective implementation of the SEND policy
- Liaising each term with the SENCO
- Reporting to the governing body on SEND
- Ensuring that pupils with SEND participate fully in school activities

Training and Development

Training needs are identified in response to the needs of pupils currently on the SEND register and to the experience of the staff.

School staff have specific training and expertise in Speech and Language, including Elklan, Literacy and Numeracy interventions, supporting children with Downs Syndrome, Autism and Dyslexia. We also have an ELSA trained member of staff who works with identified children.

Training is delivered in school by various members of staff, including the SENCO. External trainers from Surrey and specialist organisations are asked to come in periodically to address more specialist training needs. All staff are given opportunities to attend training courses to enhance their knowledge and skills.

Links with External Organisations

Our schools have close links with many educational support services and health professionals including:

- Educational Psychology Service
- Learning and Language Support Service
- Behaviour Support Service
- Education Welfare Service
- Social Services
- Mindworks
- Speech and Language Therapy Service
- School Nurse
- General Practitioners
- Paediatricians
- Physical and Sensory Support
- Occupational Therapists
- Physiotherapists

Commented [LC4]: Change of name – CAMHS is now known as Mindworks

Storing and Managing Information

Records for Pupils with SEND will be kept in accordance with the DfE guidance contained in the SEND Code of Practice, January 2015. Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to meet the child's needs. Pupil SEND files are kept in a locked cupboard, or are stored electronically, and are transferred to receiving schools when pupils leave.

Reviewing the Policy

In line with all school policies, the SEN policy will be kept under regular review by the SENCO and Executive Head Teacher. The SEND policy is reviewed annually by the governing body and is next due for review in September 2027.

Complaints

In the event of a complaint, the school's complaint procedure will apply. This can be found on the school's website. It is expected that, in the first instance, a parent/carers will contact the class teacher, SENCO or headteacher.

Yasmin Maddocks
SENCO

Sept 2026