"Choose the Right Path"

St James' C of E Infant and Nursery School

Special Educational Needs and Disabilities (SEND) Policy

SENDCo	**Miss Stephanie Sapsed**
Policy Approved by	
Name:	**Katie Kinrade**
Position:	**Chair of Governors**
Signed:	*KKinrade*
Date:	**19th October 2026**
Review date[2]:	**October 2027**

Introduction

St James' Infant and Nursery School provides a broad and balanced curriculum for all children, which is differentiated to meet the individual needs and abilities.

Children may have a SEND throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the pupil.

Teachers take into account in their planning a student's special educational needs and the provision made therefore enabling them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of schools life.

At St James' we strive to ensure all our children access our ambitious, high quality curriculum. We recognise that adaptations are a vital part of removing barriers and enabling children with SEN/D to achieve and secure our intended curriculum. Each child with SEN/D will have individual needs assessed and barriers to learning identified. They will then be supported to access our curriculum using a range of adaptations as appropriate. All learning activities within class are planned and adapted to remove barriers and enable children to access learning according to their specific needs.

We aim to ensure through quality first teaching, targeted intervention and scaffolding the learning gap between peers progressively closes to raise attainment and accelerate progress. We track this through our use of standardised assessments for core curriculum subjects as well as and tracking smaller steps in progress using our small steps curriculum documents.

Our inclusion strategy ensures that every child feels welcomed, respected, and able to participate fully in all aspects of school life through personalised support, high-quality teaching, and positive partnerships with families. A copy of our Inclusion Strategy can be found on the school website (from Dec 26)

Aims and Objectives

The aims and objectives of the policy are:

- to identify students with special educational needs as early as possible;
- to create an environment that meets the special needs and disabilities of each child;
- to ensure all students have equal access to a broad, balanced and differentiated curriculum;
- to encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- to encourage students to be fully involved in their learning;
- to make clear the expectations of all partners in the process and provision of special needs;
- To ensure parents are kept fully informed and are engaged in effective communication about their children's special educational needs.

Roles and Responsibilities

At St James' Infant and Nursery School, provision for students with SEND is the responsibility of all members of staff.

The Special Educational Needs Co-ordinator (SENDCo) is Stephanie Sapsed. She is responsible for the day to day operation of the SEND policy. Her main duties are;

- managing the day-to-day operation of the policy;
- supporting and giving advice to colleagues;
- overseeing the records of all children with special educational needs and/or disabilities;
- acting as the link with parents where required by the class teacher;
- acting as link with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision and then reports to the governing body;
- managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributing to the professional development of all staff
- Writing and overseeing the school's provision map and statutory website information

The Governing Body ensures that the necessary provision for any pupil identified as having special educational needs or a disability is in place. The governors ensure all teachers are fully aware of their responsibility towards students with a special educational needs or disability. They consult the LA and other schools, when appropriate, and report annually to Governors and parents (School report/offer) on the success of the school's policy for provision for students with special educational needs via the website. The admissions policy has due regard for the guidance in the Code of Practice 2014. The named Governor(s) for SEND is Suzanne Wilson.

The Governing Body has agreed with the LA admissions criteria, which does not discriminate against students with special educational needs and or disabilities.

Educational Inclusion

At St James' Infant and Nursery School we respect the fact that students;-

- have different educational, physical and behavioural needs and aspirations
- require different strategies for learning
- learn at different rates
- require a range of different teaching strategies and experiences

- Teachers respond to a student's needs by;-
  - providing support in all curriculum areas (where possible)
  - planning to develop a student's understanding through the use of all senses and experiences
  - planning for a student's full participation in learning, and in physical and practical activities
  - planning for a student to manage their behaviour, enabling them to participate effectively and safely in learning
  - Planning for a student to work collaboratively and build effective relationships with others.
- This policy ensures that teaching arrangements are fully inclusive. The majority of students will have their needs met through normal classroom arrangements and appropriate differentiation, which may include extra interventions such as 'pre teach maths' or 'Fast Track Read, Write, Inc'.

- The policy also ensures children with SEND have access to an inclusive education if the school is forced to teach remotely or children cannot be in school any reason.

Information about St James' Infant and Nursey School's policy for identification, assessment and review for all students with SEND

- The SENDCo will work with staff to ensure students who may need additional or different support, to that normally found within the classroom, are identified as soon as possible this can be made through discussions, observations, class reviews or school tracking data.

- The progress made by students in school is regularly monitored and reviewed. This is done through regular assessment of work according to the assessment policy and curriculum policies. The school does not identify students as having special educational needs unless we are taking action that is additional to or different from that which goes on in the classroom as part of our differentiated approach.

- Students who are not making adequate progress despite usual interventions provided by the school, are identified as having special educational needs.

- Class teachers consult with the SENDCo when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a student's progress. Class teachers to discuss with the SENDCo and/or Head through pupil progress meetings.

- Staff are responsible for writing IEPs at School Support. This will be discussed with the SENDCo and a copy put into a year group's central file (found in the Head's office). At this point the Class Teacher will invite (by written letter or phone call) the parents to school to discuss the IEP.

- The SENDCo will (where appropriate and invited to) consult with parents, students, carers, teachers and support staff about the IEP to ensure all parties involved are aware of learning targets and oversee their contribution to its implementation.

- Class teachers and parents will review IEPs. The SENDCo will be invited to attend where advice is required. All review outcomes and a copy of the reviewed IEP will be copied and filed in the whole school register file within 2 weeks of the review.

- All IEPs will be reviewed after an appropriate period of time to enable a judgement to be made about its effectiveness, but in any case at least once in six months. All review outcomes will be recorded. Parents and students will be invited to take part in the review and target-setting process.

- The school aims to write new IEPs 3 times per academic year.

- List of support available at School Action (summary)

    - Read, Write Inc one to one support – Fast Track
    - Letter formation
    - Listening games and activities – Circle Time Games
    - Socially Speaking activities
    - SAQ equipment to develop gross motor skills
    - Pre Teach Maths
    - Same day interventions
    - Precision teaching

- Spatial Awareness activities
- Time to Talk
- Write from the Start
- Fine Motor exercises
- Black Sheep Narrative speech programme
- CECIL
- SNAP behaviour
- SNAP Specific Learning
- Salt Activities

Our full list of interventions can be found in our intervention file in the Deputy Head's Office.

- Outside Agency Support – If we have evidence that a student is making insufficient progress despite extra support at school, the Class Teacher and/or SENDCo may seek further advice from external specialists by completing the Early Help referral form. This allows us access to professionals, including specialist teachers, educational psychologists, and emotional and behavioural support teams. The Class Teacher and SENDCo will keep parents and students fully involved and informed about any proposed interventions and involvement from external specialists.

- The range of strategies for students from outside agencies will be similar to that at School Action, but may be more intensive and specific to a child's needs.

- If the SENDCo, other agencies and class teacher, still feel that more support is needed, then they may apply for an Education and Health Care Plan. This plan gives the pupil individualised targets/outcomes and allocated support from trained support staff in school. The levels of the extra support varies from pupil to pupil. Students with an Education and Health Care Plan (EHCP) will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. A report containing recommendations will be provided for the LA which will consider whether to maintain, amend or cease the EHCP.

- The school will liaise with the receiving school when a student with special needs is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer.

- To ensure a smooth internal handover in school each teacher will liaise with the new class teacher and where appropriate invite them to attend/participate in the meeting with parents regarding the last IEP being written in the existing class.

Access to the Curriculum

All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable students to;-

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers to use a range of strategies to meet student's special educational needs. Lessons have clear learning objectives and success criteria; we differentiate work and use assessment to inform the next stage of learning.

Each year group has their own adaptive teaching offer which has been written using EEF 5 a day guidance and strategies such as STAIRS and SHREC in the EYFS.

IEPs contain a small number of specific targets, ideally three or four, designed to enable the student to progress.

Wherever possible we do not withdraw students from the classroom; this reflects the school's acknowledgement that all students have an entitlement to share the same learning experiences as their peers. There are times however, when, to maximise learning, we ask the students to work in small groups or in a one-to-one situation outside the classroom.

The SENDCo and Head teacher (Alex Moore) meet termly to review the special needs provision. The SENDCo and the named governor (Suzanne Wilson) with responsibility for special needs hold termly meetings.

The SENDCo holds meetings each October with year group teachers to discuss SEND in the class then attends class teacher's class reviews alongside the head teacher to discuss progress and provision. The SENDCo also monitors the school's internal tracking termly and then discusses individual cases as necessary with teachers.

Staffing and Partnership

The school undertakes an annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities.
The SENDCo will provide training through INSET to ensure staff are fully informed of relevant SEND issues and procedures within the school. Training needs are also linked to performance management targets and the School Improvement Plan. Support Staff working with specific children have yearly performance management targets and training is relevant to their needs.

Partnership with Parents

Class teachers work closely with parents throughout their child's education.
At all stages of the SEND process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education. The SENDCo also signposts parents to relevant professionals and support groups that are available to them both in person and through the school's Facebook page and website.

Provision

Each class teacher liaises with the SENDCo regarding provision for SEND in their class. These interventions and strategies can be found on IEP's, teacher's planning and in the school's provision map. The effectiveness of these interventions is reviewed each year through discussions with staff, pupils and using school tacking data.

Assessment

Pupils are assessed where appropriate using the school's assessment procedures. Assessments will be adapted for pupils with a SEND and they may access materials from other year groups. Children who are making small steps of progress are assessed using PIVATS and the Early Years Developmental Journal.

Links with other schools

The SENDCo and Class teachers will liaise with Junior School SENDCos (St James' C of E Junior School SENDCO – Victoria Pickering) to ensure that effective arrangements are in place to support students at the time of transfer.

SEND passports are completed for each child to ensure constancy of approach and as much information is provided as possible to ensure a smooth and comfortable transition for the child.

Further information about SEND at St James' Infant and Nursery School, can be found on the school website through the SEND report and also through Cumbria County Council's Local Offer which can be found at http://www.cumberland.gov.uk/childrensservices