



St James' CofE Junior School
SEND Policy
2026

SENDCo	Mrs Victoria Pickering
Policy Approved by	
Name:	Jonathan Spencer
Position:	Chair of Governors
Signed:	<i>JSpencer</i>
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Review date ² :	March 2027

Aims and Objectives

At St James' C of E Junior School, we aim to create a nurturing environment where pupils are provided with a wide range of opportunities. We recognise the individuality of every pupil and endeavour to provide the knowledge, skills, and support they need to work towards their full potential. We are committed to developing the whole child and providing opportunities for every pupil to succeed and flourish.

The main aims and objectives of this policy are to outline how:

- Pupils with SEND are identified and supported
- Aspirations and expectations are raised for all pupils with SEND
- Roles and responsibilities of those involved in supporting pupils with SEND are clearly defined
- Information is communicated effectively with all stakeholders
- Provision for pupils with SEND is monitored and evaluated

Legislation and Guidance

This policy and information report is based on the statutory SEND Code of Practice 0–25 years and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out responsibilities for EHC plans, SENDCo, and the SEND information report
- Statutory guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England Framework Document (September 2013)
- The Equality Act 2010
- Teachers' Standards (2012)

This policy should also be read in conjunction with the following school policies and documents:

- Safeguarding Policy
- Accessibility Plan

St James' C of E Junior School will ensure it meets its duties under the School Admissions Code by not refusing admission to a pupil on the basis of SEND. This policy also complies with the school's funding agreement and articles of association.

Definitions

Special Educational Needs (SEND)

A pupil is considered to have SEND if they:

1. Have a significantly greater difficulty in learning than the majority of pupils of the same age, or
2. Have a disability which prevents or hinders them from accessing facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

Disability

Under the Equality Act 2010, a disability is defined as:

“A physical or mental impairment which has a long-term and substantial adverse effect on a person’s ability to carry out normal day-to-day activities.”

Other Factors Affecting Progress

Some factors may affect progress and attainment but may not be SEND. These include:

- Attendance and punctuality
- Health and welfare
- Having English as an Additional Language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being a young carer
- Being the child of a service person

Areas of Special Educational Need

The SEND Code of Practice 0–25 years identifies four broad areas of need:

- **Communication and Interaction**
Children with Speech, Language and Communication Needs (SLCN) may have difficulty understanding, expressing themselves, or following the rules of social interaction.
- **Cognition and Learning**
Children with learning difficulties may learn at a slower pace than their peers and may experience difficulties in literacy, numeracy, or understanding new concepts. This includes:
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD)
 - Profound and Multiple Learning Difficulties (PMLD)
 - Specific Learning Difficulties (SpLD), e.g., dyslexia or dyspraxia
- **Social, Emotional, and Mental Health Difficulties**
Pupils may show withdrawal, challenging behaviour, or disruption, potentially due to underlying mental health difficulties such as anxiety, depression, self-harm, substance misuse, eating disorders, or medically unexplained symptoms.
- **Sensory and/or Physical Needs**
Some pupils may have disabilities that hinder access to educational facilities and may require specialist equipment or ongoing support.

Identifying and Supporting Pupils with SEND

Upon entry, pupils' skills and attainment levels are assessed to build on previous learning.

Teachers make regular assessments and identify pupils whose progress:

- Is significantly slower than peers starting from the same baseline
- Fails to match or improve on the pupil's previous rate of progress
- Fails to close the attainment gap with peers
- Worsens the attainment gap

This may include areas beyond academic attainment, such as social or emotional development. Slow progress does not automatically indicate SEND.

Graduated Response

The school follows a graduated response using the Assess, Plan, Do, Review cycle:

- Assess: Establish a clear understanding of the pupil's needs through assessment and consultation with staff, parents, and the pupil.
- Plan: Agree support and interventions with parents, including expected outcomes and a review date. This may include a Pupil Passport detailing strengths, needs, and strategies. Passports are reviewed in autumn and spring terms and before transitions.
- Do: Implement planned interventions, with the class teacher responsible for daily delivery and the SENDCo providing support as needed.
- Review: Evaluate effectiveness and make adjustments. Where progress is insufficient, external advice may be sought with parental consent.

Exit Procedure

If a pupil makes sufficient progress and no longer requires additional or different provision, they may be removed from the SEND register, following consultation with the pupil, parents, and staff.

Education, Health and Care Plans (EHCP)

Where a pupil's needs cannot be met with resources normally available, the school may request a statutory assessment from the Local Authority. If additional provision is required, the Local Authority may issue an EHCP.

An EHCP is a legal document describing the pupil's needs, required support, and outcomes.

The Local Authority must secure the provision specified.

- The school will respond to assessment requests within six weeks.
- Annual reviews of EHCPs are held on behalf of the Local Authority.
- If no EHCP is issued, the school implements advice to support the pupil through existing provision.

Roles and Responsibilities

SENDCo

Mrs Victoria Pickering is responsible for:

- Strategic development of SEND provision with Headteacher and SEND Governor
- Day-to-day operation of the SEND policy and coordination of provision, including EHCPs
- Guidance to colleagues and liaison with parents and external agencies
- Monitoring intervention impact and maintaining records
- Supporting smooth transitions for pupils
- Ensuring compliance with the Equality Act 2010

SEND Governor

Rev Alison Dobell will:

- Raise awareness of SEND at governing board meetings
- Monitor SEND provision and report to the governing board
- Support strategic development of SEND provision

Headteacher

Mrs Alex Moore will:

- Oversee strategic development of SEND provision
- Monitor pupil progress and teaching quality
- Support the SENDCo in fulfilling responsibilities
- Hold overall accountability for SEND provision

Class Teachers

Responsible for:

- Progress and development of all pupils in their class
- Planning and implementing support plans
- Working with teaching assistants and specialists
- Reviewing pupil progress with the SENDCo

Support Staff

Include higher-level and classroom assistants. Responsibilities:

- Awareness of SEND policy and procedures
- Supporting class teachers and pupils with SEND
- Delivering interventions and nurturing pupil self-esteem

Parents and Carers

Parents and carers are encouraged to:

- Support learning at home
- Raise concerns with the class teacher or SENDCo
- Attend planning, monitoring, and review meetings
- Inform school of external appointments

Pupil Voice

Pupils are encouraged to contribute to:

- Annual review meetings
- Feedback after interventions
- Discussions during progress monitoring

They contribute to Pupil Passports and the Assess, Plan, Do, Review cycle.

Transition

Transitions are carefully planned and managed. The school works closely with previous and receiving schools, implementing enhanced arrangements where necessary to support pupils with SEND.

Teaching Approach

Teachers provide a broad and balanced curriculum with high-quality, inclusive teaching.

Strategies include:

- Visual cues and prompts
- Flexible grouping
- Adapting teaching styles and content
- Additional processing time
- Pre-teaching key vocabulary
- Instructions in multiple formats
- Accessible resources
- Technology to support learning
- Targeted adult support

Supporting Pupils with Medical Conditions

Pupils with medical conditions are supported to access the full curriculum, including trips and PE. Reasonable adjustments are made under the Equality Act 2010. See the Supporting Pupils with Medical Conditions Policy for details.

Funding

SEND funding comes from the school's delegated budget. Resources are allocated to support pupils effectively. Personal budgets may be available for pupils with or being assessed for an EHCP, allocated by the Local Authority.

Complaints

Parents or carers should raise concerns initially with the SENDCo or Headteacher. All complaints follow the school's Complaints Policy, except for SEND assessments, which should first be addressed to the SEND Team at Cumbria County Council and, if unresolved, referred to the First-tier Tribunal (SEND).

Information, Advice, and Support

Further guidance is available via Cumbria County Council's Local Offer:

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>

Other useful resources:

- <https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>
- <https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/>