CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY

Special Educational Needs & Disabilities (SEND) Policy

October 2026

Special Educational Needs & Disabilities Policy

This policy is a statement of the aims, principles and strategies to ensure effective and efficient provision for all children with Special Educational Needs & Disabilities (SEND) at Crigglestone St James CE Primary Academy. LA guidelines and the DFE Code of Practice (2015) as amended have been taken into consideration in the formulation of this policy.

The aim of this policy is to ensure that:

- children who may have SEND are identified as early as possible;
- provision and progress is monitored and reviewed regularly;
- children with SEND are given access to a broad and balanced curriculum meeting, wherever possible, the requirements of the National Curriculum;
- school liaises with external agencies in order to obtain their support and advice;
- any strategies undertaken in school to meet the needs of children are recorded and evaluated;
- school provides materials and resources to meet the needs of children with SEND and ensures these are kept up to date;
- parents are involved at every possible opportunity and are up to date with information about their child;
- children are encouraged, wherever possible, to participate in decision making and contribute to the assessment of their needs, the review and transition processes.

Definitions

Children have special educational needs if they have a barrier to learning which calls for special educational provision to be made for them whether their personal barriers are deemed to be of a temporary or more ongoing nature.

Children have a learning difficulty if they: a) have a significantly greater difficulty in learning than the majority of children of the same age or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Educational Inclusion

In our school, we aim to offer excellence to all our children whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

It is the responsibility of the class teacher to ensure that the needs of children with SEND in their class are met. In order to achieve this, class teachers are responsible for planning and resourcing work that will ensure children have access to lessons. Effective communication is paramount in meeting the needs of children with SEND. Class teachers are responsible for communicating planning and providing resources to adults who support children with SEND. This will usually be on a lesson-by-lesson basis, which will ensure that adults are in a position to effectively support the child.

Identification
Early identification of a child with SEND is vitally important. Initial concerns may be registered by a number of sources, including medical and social services, but it is more likely to be from the parent or class teacher. All concerns should be brought to the attention of the Special Educational Needs Co-ordinator (SENDCo). Meetings will then take place involving the class teacher, parents and the SENDCo to discuss these concerns and how best school can help. This may result in group intervention, the creation of a One Page Profile or a Supporting Me to Learn Plan all of which are explained in this policy.

To help identify children who may have SEND, the school will measure children's progress by referring to:

- their performance monitored by the class teacher as part of the on-going observation and assessment;
- the outcomes from any formal assessments;
- their performance against age-related expectations.

Stages of SEND
If, after careful observation, monitoring and the carrying out of assessments, it is considered that a child has Special Educational Needs the child will be placed on the SEND register. The class teacher, with the support of the SENDCo will begin to create a One Page Profile or a Supporting Me to Learn Plan. Parents and the child will also help with the creation of this. This may involve working 1:1 for short, sharp, frequent sessions with an Educational Support Assistant. Supporting Me to Learn Plans will be reviewed and evaluated at least three times a year. If a child makes better than expected progress then it may be that they can be taken off the SEND register.

If, after following the Assess, Plan, Do, Review approach, a child is still struggling to make progress then an outside agency (depending on the need of the child) will be contacted. If outside agencies become involved, they may help with setting targets on the child's Supporting Me to Learn Plan either in person or via reports and help with the 'Assess, Plan, Do, Review' cycle.

If, after involvement from an outside agency a child is still making limited progress then a 'My Support Plan' will be created. This will take on board the views of all people involved (including the child). Formal meetings will take place termly in order to monitor progress.

School request for a Statutory Assessment
In a very small number of cases the child's special educational needs will, despite the extra provision, have demonstrated a significant cause for concern. The SENDCo will discuss with the parents whether they agree to the school applying to the Local Authority for a Statutory Assessment of the child's needs to be carried out. The outcome of the assessment may result in the child being given an Education, Health and Care Plan.

Education, Health and Care plan (EHC plan)
When the LA agrees that a child should be given an EHC plan they may be allocated a level of additional funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs. All plans must be reviewed at least annually with the child's parents/carers. The pupil, the school and professionals involved will also be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at their secondary school. The SENDCo of the receiving secondary school will be invited to attend the final annual review and this will be held at Crigglestone St James. This is to allow the receiving secondary school to plan an appropriate Supporting Me to Learn Plan to start at the beginning of the new school year and support a smooth transition.

One Page Profile (OPP)
All children on the SEND register have a One Page Profile (OPP), these have contributions from the child, parents and teachers to ensure that everyone who works with the child are aware of their needs and how to support them more effectively in the classroom. These profiles will also help support transition between year groups and when children move on to different schools.

Supporting Me To Learn Plans (SMTLPs)
These plans are for children who are working on specific individual targets for their development. These targets are reviewed three times a year.

Assess/Plan/Do/Review Process
We use the assess, plan, do review process to ensure children are working on the best targets to support their needs. Before any targets are written children are assessed. Assessments can come from a number of people: teachers, children, class teachers, support staff, advisory teachers and the SENDCo to ensure a whole picture of the child is made. Assessments are then used to plan the child's targets. Once the targets are planned the class teacher will discuss these with the SENDCo, the child and the child's parents/carers. The child will work on their targets, either in the classroom, out of the classroom, in a group or individually. These targets are then reviewed by the child, the staff member working with the child on each target and their class teacher. The evaluations will then be used as part of the assessment process to plan the next set of targets.

This cycle happens three times a year. Targets are termly but can be changed if a child meets their target before the next review point.

Targets usually last from:
- September to December
- January to March
- April to July

September targets are written in July and are used as part of the transition process. Children and their parents/carers are involved in this process.

Children who are on an EHC plan also have an annual review**.**

Roles & Responsibilities
The Governing Body: Ensures provision for SEND is high quality and appropriately funded. The named governor for SEND is Mrs Claire Holding.

Headteacher - Miss B Minor: Holds overall responsibility for SEND provision.

SENDCo- Mrs. J Butterworth: Coordinates provision for pupils with SEND, liaises with staff, parents, and external professionals, and oversees the SEND register.

Class Teachers: Responsible for the progress of all pupils, including those with SEND, and for implementing differentiated teaching and targeted interventions.

Support Staff: Deliver targeted support and interventions under the guidance of the class teacher and SENDCo.

The Special Educational Needs Co-Ordinator (SENDCo) at our school is Mrs Jennifer Butterworth. The SENDCo is responsible for:

- daily implementation of the SEND Policy;
- advising staff on SEND issues;
- identifying, arranging and delivering CPD for staff;
- monitoring interventions;
- monitoring and updating records of SEND pupils;
- organising and chairing annual reviews for children with an EHCP;
- liaising with parents and external agencies;
- ordering and updating resources;
- monitoring the progress of SEND pupils.

Alongside this, all staff at our school work towards the aims and objectives of this document by using school procedures for identifying, assessing and making provision for pupils with SEND.

Pupil Participation
Here at our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

We strive to involve children in decisions that are made about their needs. If and when appropriate, children will be asked to take part in the setting and agreeing of Supporting Me to Learn Plan targets, as research proves that children are more likely to be engaged if they are involved in the decision-making process. They are asked their strengths, which are also added to the Supporting Me to Learn Plan no matter what their views are. They are asked to sign their Supporting Me to Learn Plan and add comments as necessary.

When reviewing the targets, the children are asked how they feel they have progressed and if they can, they are asked to indicate this on the evaluation form. Children with an Education Health Care (EHC) Plan are invited to express their views before an Annual Review takes place. If deemed appropriate, the child will be invited to the Annual Review.

Partnerships with Parents
As with pupils, parents are invited to Supporting Me to Learn Plan meetings and encouraged to comment on the targets. They will sign the Supporting Me to Learn Plan to show that they are in agreement. If it is the first Supporting Me to Learn Plan meeting then the SENDCo will be present to discuss why their child is being placed on the SEN register.

Parents are strongly encouraged to attend their child's Annual Review. At least six weeks beforehand, they will receive an invitation for the meeting from the SENDCo, which will state the date and time of the meeting. They will also receive paperwork asking them for their views regarding the past year. The parents are then asked to share the main points from this at the meeting.

If a parent has any concerns about their child, the first person they should contact is the class teacher. If the class teacher deems it necessary, the SENDCo will meet with the parents, along with the class teacher, to discuss concerns and identify possible solutions.

Where an outside agency is required to carry out an observation of a child, or work with them, then parent's consent will be required. Outside agencies have their own forms of documentation that need completing in order to show that parents have given consent. This initial consent is only required when the agency is involved for the first time and will not be needed for subsequent involvement.

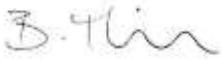
Referrals
We will support parents to understand and, when required, make referrals to outside agencies. We will also work with outside agencies when they require information from school via forms. School will complete the school part of a referral form once parents/carers have completed the parent/carer section of forms. School will always aim to complete forms for outside agencies within a four working week time frame.

Resources
A dedicated SEND budget is allocated annually by the Resources Committee and approved by the Board of Trustees. It is the responsibility of the SENDCo to purchase resources from this budget; however, all staff are aware that if any resourcing issues arise then they should speak to the SENDCo.

We have a wide range of resources to best support children with any form of SEND. However, school will look to purchase resources for any specific needs.

Inclusive
St James is an inclusive school. As such, all children will be taught together in classes with their peers. Children with SEND may require specific support that has to take place outside of the classroom but wherever possible children will have lessons in their classrooms with their peers.

Monitoring and review
This policy will be monitored and reviewed by the SENDCo, Headteacher and Governors on an annual basis.

Date policy agreed:	**November 2026**
Date of next review:	**October 2027**
Head teacher signature:	
Chair of governors' signature	