

# Inclusion and Special Educational Needs and Disabilities (SEND) Policy

St James Senior Boys' School

**This policy is under review as of October 2018, in line with  
the strategic development of the SEND Department.**

## **Rationale**

This policy is written in accordance with the fundamental principles of the 2014 SEND Code of Practice:

- A child with SEND should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings.
- The view of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education.

This SEND policy, along with support documents, provides parents/guardians with a comprehensive breakdown of processes and support available to ensure educational progress and overall well-being of all pupils at St James. All teachers are teachers of pupils with special educational needs. In line with government and local authority policy on inclusion, we welcome into school pupils with SEND.

This policy also takes account The Equality Act 2010 the Education Act 2011, the Special Needs and Disability Act 2001, and Every Child Matters.

## **Introduction**

It is the belief that each pupil should be given equality of opportunity to achieve his full potential – spiritually, academically and socially – by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. The curriculum offered should give all pupils a sense of achievement and thereby help them develop confidence and self-esteem.

## **Definition of SEND**

Children have a SEND:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools.

Pupils with English as a second language are not considered to have a special learning need unless they present with difficulties in other areas of learning.

## **Responsibilities for carrying out SEND Policy**

In line with the Special Educational Needs Code of Practice (2014), 'Every teacher is a teacher of SEND'

*Key individuals:*

- Governor with responsibility for SEN; Jerome Webb
- Headmaster; Mr David Brazier
- SENDCos; Alice Wood (NASENCo Award) and Cora Wren
- Form Teachers/Subject Teachers
- Specialist Tutors
- Learning Support Assistants (LSAs).

**The SENDCOs are responsible for:**

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for pupils with special educational needs.
- Liaising with and advising fellow teachers.
- Managing Learning Support Assistants.
- Overseeing the maintenance of the records of pupils with learning difficulties, special educational needs and physical disability (Under review: October 2018)
- Liaising with the children, and the parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Disseminate information, academic and pastoral, about pupils identified with a SEND, to equip all staff concerned to provide appropriate support (In line with GDPR laws of 2018).
- Liaising with other schools and external agencies including: LEA's; Educational Psychology services, health and social services and voluntary bodies.
- Liaising with the Headmaster and Admissions Secretary about new entrants with SEND.
- Communicating with the Board of Governors.

The Headmaster has an overview of SEND and Learning Support. The Deputy Head for Academics represents the SEND Department at the Senior Management Team's meetings.

### **Identification & Assessment**

Identification of pupils with SEND usually begins prior to their acceptance to St James. Parents are asked to provide a copy of an Educational Psychologist's report or other relevant assessment/diagnosis. On acceptance, documentation and prior-school information is reviewed, followed by a discussion with parents, if deemed necessary, due to the presentation of a pupil's SEND

All pupils in years 7 and 9 are assessed on the MidYIS tests, to measure current level of learning across core skills. Pupils' scores are inspected to assess if there are any discrepancies between skills and/or below average scores. If so, further screening tests are carried out to find out whether there is any suggestion of underlying cognitive difficulties.

#### **In school processes for diagnosis and support of SEND**

- During the year, concern about a pupil (whether they have diagnosed SEND or not) may be raised by teaching staff; we have a referral form (found on school's intranet) to assist this process.
- We will then liaise with other teachers to see if there are generalised difficulties, or if the concerns are subject specific. If the difficulties are subject specific, support is offered to differentiate for need, if the difficulties are generalised we can carry out screening tests which provide evidence to suggest underlying SEND exists.
- If the information gathered from in- school screening is insufficient, an educational psychologist assessment is recommended, with the aim of obtaining a clear/definitive view of the individual's learning strengths and learning difficulties, and whether a SEND exists. In addition, it may recommend that further tests should be administered to investigate the possibility of a further diagnosis such as for example ADD/ADHD.
- Once a SEND is diagnosed, appropriate intervention is decided upon. The majority of SEND needs should be met within the classroom, through High Quality Teaching (Wave 1)
- If a pupil is still not making expected progress we will implement a Wave 2 or Wave 3 intervention, depending on the pupil's specific needs.

If a pupil is consistently not making expected progress, despite reasonable adjustment and tailored intervention, and his needs are not being met, the SENDCo, in consultation with the pupil, parent/guardian and Headmaster, would make a proposal, either through the school or parent, for an application to the relevant local authority for an Education and Health Care Plan (EHCP).

The SEND department follows the guidance of the revised SEND Code of Practice 2014 and the Local Authority guidelines on requesting, monitoring and reviewing Education and Health Care Plans. At St James pupils with an Education and Health Care Plan are overseen by the SENDCos. The responsibilities are as follows:

- Ensure the requirements of the EHC Plan are fulfilled.
- Advise school staff about appropriate strategies.

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- Devise, monitor and review any individualised strategies and interventions.
- Liaise with parents/guardians and outside agencies as appropriate and chair annual reviews.
- Liaise regularly with the pupil.

### **Strategies and Intervention:**

The Learning Support Department offers the following interventions:

Specialist one-to-one Tutorials to support Literacy and Numeracy Skills  
 Art of Science  
 Study Skills  
 Social Skills  
 Organisational support  
 Spelling Club  
 Handwriting Club

All learning support provision takes place during the school day, and pupils are withdrawn from non-core curriculum lessons. Charges are made for the one to one tutorial. Touch typing course is held after school and a one off fee is required (Under review: October 2018).

### **Data and Record Keeping (Under Review: October 2018):**

The SEND Register is currently a record of all the pupils with an acknowledged learning difficulty, we are in the process of looking at how we present this information in line with The Code of Practice's recommendation of a SEND Support List, listing only those pupils whose SEND needs are not being solely met within the classroom (thus those on Wave 2/3 support).

We are moving to a model where interventions for pupils will be recorded on the school database and kept up to date. Letters confirming tutorial and other paid provision (Under Review: October 2018) are sent to parents at the beginning of each academic year, together with a consent form which is returned and filed for reference.

A register of individual laptop users is maintained and the information placed on the school database, as are pupils' individual exam access arrangements.

Individual files of SEN pupil information are kept for reference in the SEN office (Under Review: October 2018 – we are hoping to move to a wholly electronic system where no hard copies are kept, in line with GDPR recommendations .

### **CPD of teachers and support staff (Under Review: October 2018)**

The school is committed to its development of all teachers and support staff to ensure they have the most up-to-date information in the field of education. We are looking to hold regular INSET training days and have carry out staff surveys to assess training needs.

### **SEN Facilities**

Through our SEND policy supporting Inclusion we deliver the majority of support within the classroom. We have two classrooms for small groups and one-to-one teaching, which also serve as a resource library and office space for the Learning Support Department. In addition, the rooms are used to accommodate pupils with special exam arrangements.

All staff have Child Protection awareness training on an annual basis, and we have a designated Child Protection Officer (CPO), Miss Pardeep Marway, and hold relevant qualifications.

### **Access Arrangements**

In line with The Equality Act of 2010, the school administers exam access arrangements in all its exams – school entrance, internal, GCSE and GCE – for all its pupils who have a (diagnosed) SEND which calls for special provision to be made. The criteria formulated by the Joint Council for Qualifications (JCQ) are observed throughout the school in relation to individual pupils' eligibility for special consideration.

Assessment for exam access arrangements is carried out by a qualified specialist teacher at St James, with the exception of pupils with more complex needs, who may be referred to an Educational Psychologist, who has a working relationship with the school.

We do not accept examination access arrangements reports (as per JCQ guidance) from professionals who do not have a working relationship with the school.

With regard to the school entrance exam, parents are asked to provide evidence of need for special consideration in the form of an assessment report carried out by a qualified specialist teacher or Educational Psychologist; the entrant's current school may also be contacted to establish that the arrangement under consideration is the boy's normal way of working.

Assessments carried out prior to pupils' entry to St James in Y7 are valid for continuing exam access in the school's internal exams, up to Y10.

In Y9, pupils who already receive special consideration are screened again to check for changes to their arrangements and updated Form 8s are created to support an application for exam access at GCSE; teachers are asked to provide evidence of continuing need through questionnaires.

In Y12 the pupils' subject teachers are asked to say whether or not the access arrangement should to continue, via questionnaire.

We hold copies on file of pupils' Form 8s for a period of 3 years after they have left St James. We are happy to pass on information to colleges of further and higher education, with the permission of the pupil. We are considering handing over the documentation to leavers when they collect their GCSE results.

**Complaints**

Please refer to the Concerns and Complaints Policy.

**Policy Written by: Caroline Moir and Cora Wren and under review by Alice Wood in October 2018**

**Reviewed by: Headmaster and SMT**

**Approved by:** .....

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**Date:** .....