



**ST JAMES**  
Senior Boys' School

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

## **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:

- If they have a significantly greater difficulty in learning than the majority of children of the same age.
- If they 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 SEND; Jerome Webb
- Headmaster; Mr David Brazier
- SENDCos; Alice Wood (NASENCo Award) and Sarah Jane Hipshon
- Form Teachers/Subject Teachers
- Specialist Teachers
- 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
- Liaising with the children, and the parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Disseminating 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: LEAs; 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 teachers are responsible for:**

- Meeting the needs of the majority of pupils in the classroom
- Differentiating work to ensure it is accessible for all
- Identifying and referring pupils (through the referral system) who are underachieving

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 evidence, usually in the form of assessment, pertaining to any special educational needs/disabilities. 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 individual teaching staff; we have a referral form (found on school's intranet) to assist this process. This concern will be triggered by underachievement or lack of expected progress by the pupil.
- 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.
- Concern may also be raised through the Pastoral Tracking system (where HoYs meet weekly with the Assistant Head: Pastoral)
- If the information gathered from in- school screening is insufficient, an external assessment is recommended – for example with an Educational Psychologist - 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, we may recommend that further tests – with other professionals eg. SALT, OT, Psychiatrist - should be administered to investigate the possibility of a further diagnosis.
- The cost of any external assessment will be covered by parents/guardians.
- If an external assessment includes any form of examination access arrangements it must be carried out by a professional who has a working relationship with the school (as per JCQ guidance).
- 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 (additional intervention e.g. small group) or Wave 3 intervention (highly personalised), depending on the pupil's specific needs.
- If a pupil is consistently not making expected progress and his needs are not being met, despite reasonable adjustment, tailored intervention and specialist advice, 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).

### **Education and Health Care Plans:**

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 EHCP are fulfilled.
- Advise school staff about appropriate strategies.
- 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.

All funding received by the school for pupils with EHCPs is ring fenced for that pupil; if the school feels that the funding/hours/support in the EHCP is not adequate to meet the needs of the pupil within our setting, and the Local Education Authority does not increase funding, parents may be asked to pay top-up funding.

As St James is an independent school, it does not pay the 'notional funding' fee expected by some Local Education Authorities; this will either have to be agreed to be paid by the Local Education Authority or by parents.

### **Strategies and Intervention:**

The Learning Support Department offers the following interventions:

- Specialist one-to-one Tutorials to support Literacy and Numeracy Skills
- Study Skills
- Social Skills
- Organisational support
- Reading Group
- Touch typing

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 during school hours and a one-off fee is required.

### **Data and Record Keeping:**

The SEND Register has previously been a record of all the pupils with an acknowledged learning difficulty, however now 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).

Letters confirming tutorial and other paid provision 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 on the school's secure, electronic database: in line with GDPR recommendations, only staff who need to access this information have permissions.

As per JCQ guidelines we have hard copy documents of all pupils' exam access arrangements; these are kept in a locked cabinet as per GDPR guidelines.

### **Continuing Professional Development (CPD) of teachers and support staff:**

The SENDCos work to support staff in the development of their skills in area of SEND. This work will be supported by INSET and in-class guidance; they work closely with the Deputy Head: Academic to identify areas for development.

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.

### **SEN Facilities**

Through our SEND policy supporting Inclusion we deliver the majority of support within the classroom. We have a dedicated area with two classrooms for small groups and one-to-one teaching, which also serves 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 for external examinations.

All staff have Safeguarding training on an annual basis, and we have a Designated Safeguarding Lead (DSL), 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/other relevant professional, 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/other relevant professional; 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 the end of Y9.

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 report 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.

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