



ST JAMES
Senior Girls' School

SEND Policy

St James Senior Girls' School

Contents

Definition of SEND.....	1
Profile of the School.....	1
Mission Statement.....	1
Aims and objectives	2
Organisation of the Learning Development Department	3
Admissions Policy.....	3
Inclusion within the School and Access to the Curriculum	4
SEND School provision	5
Facilities for pupils with SEND	5
Allocation of resources for pupils with SEND.....	5
Identification of Needs/Difficulties.....	6
The Graduated Approach	6
Provision for SEND:	7
SEND Provision List.....	9
Pupil Voice.....	9
Communication with Parents	10
Training and Support for Staff	10
Complaints Procedure	10

This policy has due regard to the Children and Families Act 2014 and the SEN and Disability Code of Practice 0-25 years 2014 (SEND Code 2015)

Definition of SEND

The School recognises that pupils have a learning difficulty or disability if they:

- Have a learning difficulty or disability which calls for provision different to that normally available to pupils of the same age.
- 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.

Profile of the School

We offer an education which nurtures and enriches the physical, intellectual, emotional and spiritual development of our pupils. Our happy, united atmosphere provides the ideal environment for every pupil to discover her own unique combination of strengths and talents and to ‘be the best she can’.¹

Within this environment, pupils with mild to moderate SEND thrive and achieve good results. Pupils come from a wide range of backgrounds and are accepted from both the state and private sector. The sSchool has experience of working with pupils with dyslexia, dyspraxia, dyscalculia, ADD/ADHD, Autism Spectrum Condition (ASC) and other specific learning difficulties/disabilities but maintains an open attitude to looking at supporting the needs of pupils outside those areas.

Mission Statement

It is our duty to provide equal opportunities for every pupil in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

St James Senior Girls’ School believes that all teachers are teachers of pupils with SEND and adopts a “whole school approach” to learning difficulties and disabilities. Staff work to ensure inclusion of all pupils. The School is committed to ensuring that pupils with SEND enjoy their education, can fulfil their potential, achieve optimal educational outcomes, make a successful transition into adulthood, whether into employment, further or higher education or training, and become confident individuals, living fulfilling lives.

¹ Taken from the Aims and Ethos, Senior Girls’ Website.

Aims and objectives

Aims

We aim to provide every pupil with access to a broad and balanced education.

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently (see Safeguarding and Child Protection Policy).
- To ensure all pupils can access a balanced curriculum, differentiated where appropriate, and can engage in the activities of the school alongside those who do not have SEND (See Curriculum Policy).
- To ensure that all pupils with SEND can access the core curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Objectives

1. To assess the needs of all pupils as soon as possible after entry to the school in order to identify those who have SEND, by:
 - screening all new pupils, including those who join after Year 7.
 - building on information from previous settings.
 - gathering information from Heads of Section, form and subject teachers, parents, the pupil themselves and relevant professionals in the pupil's first year at school and whenever any further SEND referrals are made.
2. To plan effective intervention for each pupil identified as having SEND by making appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum.
3. To ensure that the progress of pupils with SEND is consistently monitored by subject teachers, supported by the senior leadership team.
4. To work with parents in order to gain a better understanding of their child and involve them in all stages of their child's education. This includes providing them with information about extra support their child is receiving and giving regular reports on their child's progress.
5. To work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
6. To create a school environment where the pupils feel safe to voice their opinions of their own needs.

Organisation of the Learning Development Department

The authority and responsibility for the organisation and day to day running of the Learning Development Department is delegated from the Board of Governors to the Headmistress and then devolves to the Head of Learning Development who is also the SENDCO (Special Educational Needs and Disability Co-ordinator) and English as Additional Language Coordinator (see EAL policy for more information).

The Governor with responsibility for SEND is Mrs Annabel Lubikowski.

The SENDCO responsible for co-ordinating SEND is Mx Rebecca Landon.

The Head of Learning Development/SENDCO has responsibility for:

- Overseeing the day-to-day operation of the School's SEND Policy.
- Co-ordinating provision for pupils with SEND.
- Advising on the graduated approach to providing SEND support.
- Liaising with and advising the Headmistress as necessary.
- Meeting regularly with the Deputy Head (Academic), Deputy Head (Pastoral), the Safeguarding, Medical and Pastoral Team and Heads of Section.
- Liaising regularly with parents of pupils with SEND.
- Liaising with and advising subject teachers of pupil's needs and strategies.
- Working with external agencies as appropriate.
- Supporting the admissions procedure by advising the Headmistress on the nature of any SEND identified during the entrance application process and whether the School can meet the pupil's needs.
- Contributing to the 'in-service' training of staff.

Admissions Policy

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, including those with EHC Plans.

No pupil is denied a place due to learning difficulties, disabilities or special educational needs, provided the resources of the School can effectively support their education in the way the pupil needs to learn. Our admissions policy states that we 'identify and admit children who will benefit from all that a St James education can offer and who will contribute to the ethos and activities of our school community. We will only admit a child who has met the required standard in the examinations and interview process (which includes the scrutiny of their current school report, confidential report and any other specialist reports)'.²

In order to support the admissions procedure:

- The SENDCO summarises information received regarding individual pupils.
- Where appropriate, the SENDCO will liaise with staff from feeder schools and/or a pupil's parents to aid the smooth transition of each pupil.

² See Admissions Policy

- The School will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the pupil's school year.
- The pupil will be monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Inclusion within the School and Access to the Curriculum

Pupils with SEND have no restrictions placed on them with regard to accessing the curriculum or any activity that the school offers, subject to the entry requirements that apply to all pupils e.g. GCSE or A Level options.

- There are no restrictions on the subjects a pupil may study in the Lower and Middle School.
- Where setting takes place, pupils are assessed according to their needs and placed where they will make best progress. All pupils can move between sets, when this is appropriate.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including those pupils who access support from teaching assistants or specialist staff.
- Careful consideration is given to the timetabling of additional support and all pupils have equal access to the core curriculum. The School would carefully consider a request from a pupil or a parent not to study or continue with, a subject. The decision to accept such a request or to recommend dropping a subject would rest on assessing the pupil's general progress, their needs both short and long term and what they would do with the time gained by not attending lessons in that subject.
- The access criteria to GCSE and A Level subjects is the same as for every other pupil wishing to take the subject further.³
- There are no restrictions on SEND pupils attending any extra-curricular activities. Any adjustments which need to be made for any activity are reflected in risk assessments.
- Form Teachers and Heads of Section take time to make sure they are familiar with the strengths, talents, interests and abilities of all the pupils in their class/section. They encourage all girls to participate fully in school life. Pupils with difficulties of any kind are helped and encouraged to find areas in which they can experience success and feel respected by their fellow pupils.⁴
- The School believes everyone has the right to feel confident and safe when they come to school. The Anti-bullying Policy, Behaviour, Rewards and Discipline Policy, Safeguarding Policy and Equal Opportunities Policy make it clear that all pupils should be free to learn, without interference. All staff and pupils within the school are expected to have or develop tolerance for the differences, disabilities and needs of others.

³ See GCSE Options Policy/6th Form Prospectus

⁴ See Behaviour, Rewards and School Discipline Policy

SEND School provision

At St James Senior Girls' School (as at January 2022):

There are currently 76 pupils on the SEND Provision List:

- The primary learning needs are dyslexia, dyspraxia, dyscalculia, ASC (autistic spectrum conditions including Asperger's Syndrome), ADHD, processing and memory difficulties and SEMH (social emotional mental health needs).
- For some pupils, there is a co-occurrence of different needs.
- We have three members of staff who specialise in SEND academic provision and support.
- The School has a dedicated Pastoral team made up of the Heads of Section and the Deputy Head (Pastoral) and the SENDCO is regularly updated on the progress of pupils with SEMH needs. The SENDCO also attends APC (Academic and Pastoral Committee) and SMP (SEND, Medical and Pastoral) meetings and meets regularly with individual Heads of Sections.

Facilities for pupils with SEND

(Please also see the St James Senior Girls' School Accessibility Plan)

The School has a range of specialist SEND facilities in place. These include:

- Access to a lift for pupils who have difficulties using the stairs.
- Wheelchair access.
- Assistive technology, such as provision of laptops, coloured overlays and/or software programmes to help pupils with difficulties in reading or writing long pieces of text.
- Curriculum support through small group teaching, 1:1 interventions, catch-up clubs, subject clinics and extra-curricular activities.
- Opportunities for supervised homework in the Library.
- Staff/peer support with reading, for example "reading buddies".
- Specialised revision and examination preparation.
- Assistance during examinations through access arrangements/rooming of exams.
- Transport is available for pupils who are unable to walk to school events.

Allocation of resources for pupils with SEND

- The final decision about allocation of resources for pupils with SEND rests with the Headmistress.
- Questions about the allocation of resources for pupils with SEND will be raised during discussions between SMT/Heads of Section/Form Teachers/Heads of Department/Subject Teachers/the School Nurse/parents and the Head of Learning Development/SENDCO.
- In the case of pupils with an EHC Plan, this discussion will also involve the pupil's LA.
- A member of the Learning Development Department will usually work with a student for one half or full term - depending on the pupil's needs.

- From time to time, external specialists such as a speech and language or Expressive Art therapist may work with the pupil under the direction of the SENDCO.
- In line with other departments, the Learning Development Department annually submits an itemised budget request to the Bursar stating the level of need for each item e.g. essential, replacement, training etc.
- The SENDCO is a part-time member of staff (0.8) with a Level 7 Psychometric Testing, Assessment and Access Arrangements qualification.
- The department also has a specialist maths teacher on a 0.8 contract (0.65 classroom teaching with small groups/Set 3 girls/0.15 SEND support) and a specialist English/EAL/ASC teacher on 0.8 teaching English and pupils with SEND.

Identification of Needs/Difficulties

Existing and potential difficulties are identified in the following ways:

- a) On entry to the school.
- b) On the application form.
- c) In the entrance test paper(s).
- d) In the reports from a pupil's previous school.
- e) Through whole-school and more specialist screening.
- f) Through concerns expressed by a parent, teacher or pupil.
- g) Diagnostic assessments are carried out by the school's preferred/recommended Educational Psychologist when there is evidence that further detailed information is needed about a pupil's strengths and weaknesses. Parents are asked to meet the cost of these assessments.
- h) Some assessments, particularly for Access Arrangements, are carried out by the SENDCO. Parents will not be charged for access arrangements assessments carried out by the SENDCO.

The Graduated Approach

A graduated approach to reviewing SEND is practised at the School. The progress of each SEND pupil is discussed with parents, teachers and the pupil themselves on a termly basis. The graduated approach ensures that the School, parents and pupils are fully aware of the progress or lack of progress, of any interventions recommended by educational professionals to help the pupil be successful with their learning.

We follow the four-part cycle of assess, plan, do, review using the MASP Form. (My Additional Support Plan).

Subject teachers and Heads of Section will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress, attainment and behaviour.
- Other teachers' assessment, where relevant.
- The individual development in comparison to their peers and national data.

- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

Provision for SEND:

1. Stage 1: Quality First Teaching (“Green” Support)

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored in a range of ways, including observations, at staff meetings, at Review Days, school reports, results of internal examinations/tests, meetings with parents and other professionals. There will be fortnightly discussions between the SENDCO and Heads of Section and an action plan put in place.
- An Inclusion Profile is completed by the SENDCO for students with an Educational Psychologist/Specialist Assessor report, detailing the pupil's exact needs and strategies to be used in class.
- The subject teachers will take steps to provide differentiated learning opportunities and Quality First Teaching that will aid the pupil's academic progression and enable the teacher to understand better the provision and teaching style that needs to be applied.
- A member of the Learning Development Department will set termly targets on “My Additional Support Plan” or MASP with each SEND pupil and these are shared with the pupil's teachers.
- MASP targets are also logged on the SEND Provision list.
- Parents and pupils are invited to be involved in discussions about their child's progress at least three times a year at Review Days in September and in January and at Parent Teacher Interviews (PTIs) and are encouraged to share relevant information and knowledge with the school. The SENDCO attends Parent Teacher Interviews for all year groups. Where parents/pupils are unable to attend Review Days/PTIs an appropriate alternative meeting time is arranged.
- The SENDCO and Head of Section will monitor the progress of each pupil.

2. Stage 2: “Amber” Support

- This support is offered to pupils who have been identified as having SEND and requiring additional and/or different help as well as the regular differentiated curriculum and quality first teaching.
- These pupils usually have some form of on-going teaching and/or support from a member of the Learning Development Department.
- The SENDCO, in consultation with other staff, will decide on the appropriate intervention(s) for each pupil. This can include (but is not limited to) Reading Buddies, one-off SENDCO meeting/intervention; for example, creating a revision/study timetable, TTRS (Touch Type Read and Spell dyslexia intervention) coloured overlays, and small group intervention classes for English, science, study skills and maths, in-class support from a member of the Department or use of assistive technology such as using a laptop/tablet to record their classwork/exams.

- A member of the Learning Development Department will set termly targets on “My Additional Support Plan” or MASP with each SEND pupil and these are shared with the pupil’s teachers.
- MASP targets are also logged on the SEND Provision list, parents and pupils are invited to discussions about their child’s progress at least three times a year at Review Days and Parent Teacher Interviews and are encouraged to share relevant information and knowledge with the School. The SENDCO attends Parent Teacher Interviews for all year groups. Where parents/pupils are unable to attend Review Days/PTIs an appropriate alternative meeting time is arranged.
- The SENDCO and Head of Section will monitor the progress of each pupil.

3. Stage 3: “Red” Support

- When a child has been identified as having SEND and steps have been taken for provision through “amber” support but the child has not progressed as expected, the school will consider offering “red” support.
- In addition to the school’s assessments and interventions, external professionals may be called in to make their own assessments of the child and to provide guidance on the planning of further provision.
- The school will work with external agencies as appropriate.
- A member of the Learning Development department will set termly targets with each pupil. These will be shared with the pupil’s teachers. Such targets are part of a ‘My Additional Support Plan’ (MASP).
- Parents and pupils are invited to be involved in discussions about their child’s progress at least three times a year at Review Days in September and January and at Parent Teacher Interviews and are encouraged to share relevant information and knowledge with the school. The SENDCO attends Parent Teacher Interviews for all year groups. Where parents/pupils are unable to attend Review Days/PTIs an appropriate alternative meeting time is arranged.
- The SENDCO and Head of Section will monitor the progress of each pupil and at this stage an EHC plan may be recommended to parents, depending on the student’s needs.

4. EHC Plans

- In circumstances where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of a pupil, she has still not made the progress expected, the school will consider requesting an Education, Health and Care needs assessment through the Local Authority.
- Parents, pupils (aged 16-24) and schools can request these assessments.
- These assessments allow the Local Authority to decide whether it is necessary to make provision in accordance with an EHC plan.
- The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the pupil, to secure the best outcomes for them across education, health and social care and to prepare them for adulthood.
- The assessments allow the local authority to:
 - Establish the views and aspirations of the pupils and her parents

- Provide a full description of her educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the pupil's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the pupil's needs and support the achievement of the agreed outcomes.
- If a pupil has an EHC plan, this will be kept as a part of the pupil's formal record and reviewed annually by her TA (if she has one), the SENDCO, the Head of Section, Deputy Heads, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.
- A copy of each Annual Review will be forwarded to the relevant Local Authority.
- The pupil and their parents will be fully involved at every stage of the process.

SEND Provision List

The purpose of the SEND Provision List is to enable all staff to make the best possible provision for pupils with identified or suspected undiagnosed/unmet needs and students who have English as an Additional Language (see EAL policy for more information). It can be found on the shared portal, SharePoint under SG SENDCO or via Teams on sgSTAFF team.

The SEND Provision List contains the following information:

- Names of pupils with an identified difficulty.
- Colour of provision: green, amber or red as above.
- The main primary SEND need category: C&L (Cognition and Learning), C&I (Communication and Interaction), SEMH (Social, Emotional & Mental Health), P&S (Physical and Sensory).
- Area of concern.
- Strategies.
- Previous and current interventions.
- Information on screening/Ed Psych reports etc.
- Access arrangements.
- Record of additional resources the pupil uses.

Pupil Voice

The School adopts a 'pupil centred approach' to reviewing progress. Pupils' views of their learning are an integral part of the process and they are to be involved in the discussion of writing and reviewing targets in their 'My Additional Support Plan' (MASP).

The views of SEND pupils, are actively sought in relation to:

- evaluating how the Learning Development Department and its teachers help them, for example in individual lessons or with support in class.
- what it is like to be a SEND pupil in the school.
- participation on the School Council and other forums/committees, in particular via the Neurodiversity Alliance.

- helping to raise awareness of SEND and inclusion throughout the school.

Communication with Parents

It is the aim of the Learning Development Department to ensure there is good communication with parents. The School recognises the importance of home and school working together and sees the benefit to pupils when this happens.

The SENDCO aims to meet parents and pupils together once a term/three times a year including PTIs and Review Days.

The SENDCO meets with parents of pupils where there is a concern, to set MASP targets and discuss progress.

Form Teachers/Heads of Section communicate regularly with parents and discuss any issues or concerns relating to their daughters.

The SENDCO welcomes communication either by telephone, email, via online meetings or in person.

Reports are sent out in full, twice a year in the Autumn or Spring and Summer Terms. Learning Development reports are included in the Summer Term reports for students in Learning Development classes taught by the SENDCO. For short/medium term interventions (less than a year), progress will be shared in SEND review meetings with parents, followed by a summary document including next steps.

Training and Support for Staff

- The SEND Provision List is available to all staff (via SharePoint or Teams). Furthermore, the SENDCO distributes termly SEND updates regarding important changes in student support.
- The SENDCO informs staff about these at pre-term staff meetings and sends reminders/updates as and when appropriate throughout the year.
- Provision is made for the SENDCO to speak at staff meetings, under a permanent agenda item, 'SEND'. These meetings are minuted and the information disseminated to all staff. If a new situation arises, the SENDCO ensures that appropriate training is given. Recent Learning Development Department training includes: Autistic Spectrum Conditions in females (ASC); Working Memory Difficulties; Access Arrangements; Selective Mutism.

Complaints Procedure

A complaint relating to the assessment or provision for SEND should be addressed to the pupil's Head of Section and/or the SENDCO. Following this, should it be necessary, the matter can be taken to the Headmistress.

In exceptional circumstances, the Governor overseeing the care of special needs for the School can be asked to look into the complaint.

Signed by:	Hugh Venables Chair of Governors
Date of adoption of this policy	January 2022
Date of last review of this policy	January 2022
Date for next review of this policy	Autumn 2022
Policy owner: SMT/other	Deputy Head (Academic)/SENDCO