

At JAMES we ensure that all young people, including those identified as having a special educational need or disability, have the right to a broad and balanced academic and social curriculum and are fully involved in all aspects of what we do and how we do it at JAMES.

Definitions

The 2015 SEND Code of Practice states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he/she:

has a significantly greater difficulty in learning than the majority of others of the same age: or

has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

Though there is a lot of overlap between the groups, learners who have special educational needs do not necessarily have a disability; disabled children do not necessarily have special educational needs.

To make this provision, this policy will have due regard to legislation, including, but not limited to:

- The Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- The Equality Act 2010.
- The Mental Capacity Act 2005.
- Children’s Act 1989 and 2004..

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- The 2015 SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

These documents are readily available at JAMES sites, on the shared area and online.

Identifying Special Educational Needs

Aims

At JAMES learners are encouraged, respected and valued as individuals in order to ensure they have access to equal opportunities to learn and develop. Our aim is to provide young people with the best possible outcomes in preparation for life-long learning and employability. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents, carers and professionals and listening to the voice of the pupil. JAMES recognises that the vast majority, if not all, learners attending our provision could be categorised as SEND.

Objectives (working within the guidance provided in the SEND Code of Practice 2015)

- To identify at the earliest opportunity, those young people with special educational needs and/or additional needs.
- To plan, monitor and review personalised provision as appropriate, and set realistic and challenging targets.
- To ensure that every aspect of a young person's development is taken into consideration and provided for, within an inclusive ethos.
- To provide regular and adequate support, advice and facilitate training for all staff working with young people.
- To develop and maintain partnerships and high levels of engagement with parents/ carers and effectively liaise with outside agencies.
- To ensure that young people with SEND are actively involved with setting their targets, ensuring they have the correct provision for their needs, assessing their progress and planning their next steps.
- An appropriate SEND lead will ensure that all of the points in this policy are upheld alongside the senior management team – SEND lead is Kevin Metcalfe/Operations manager.
- JAMES will appoint a SEND champion on the board of trustees – SEND board member is Tina Ratnik.

Young peoples' needs may be categorised into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

These four categories broadly identify the aspects of SEND needs for pupils at JAMES however we will also identify the needs of young people holistically and appreciate that although they may have a primary need they could also have other needs that are barriers to learning and progress.

Other factors that may impact on progress and/or attainment and wellbeing but are not solely SEND include:

- Attendance
- Punctuality
- Underachievement

- Health and Welfare including medical needs
- English as an additional language (EAL)
- Being a looked after child
- Are impacted by a transient lifestyle
- Unexplained behaviour difficulties
- Family relations
- Substance misuse
- Involvement in crime/ exploitation
- Grievances

Although these do not constitute SEND themselves, JAMES has systems in place to support these children where appropriate.

A Graduated Approach to SEND support

This section sets out the principles behind our approach to supporting our pupils within the cycle of Assess→Plan→Do→Review.

Implementation Policy

Assess

A clear understanding of a learner's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. On receiving a consultation or referral we assess if the setting is a safe and appropriate place for each learner and we meet the student and their guardians to ensure it is the right setting for them.

Assessment of need starts with a holistic approach that can quickly identify where a learner is not making adequate progress despite high quality teaching.

Aspects of information that may inform the assessment include:

- Staff assessment and experience of a pupil
- Pupil progress attainment and behaviour
- The individual's development in comparison to their peers
- The views and experience of parents/ carers
- Pupils' own views
- Advice from external support services

Plan

Once the need for SEND support has been identified the first step in responding to a pupil's identified need is to ensure that high quality teaching and differentiation for individual pupils is in

place. Staff will adapt their teaching and provision to help overcome any barriers to learning and make changes to ensure full accessibility to the curriculum.

JAMES learners, including SEND students, have short term targets to support and monitor progress which are checked and discussed with the student. These incorporate 2-4 targets that the pupils will work towards over a stated period of time. These targets should be SMART (specific, measurable and realistic targets).

We believe that parents/carers and young people are an integral part of the planning process and are encouraged to contribute their thoughts and ideas throughout the year. Advice and assessments will also be sought and followed as appropriate, from various outside agencies as required. These targets will feed into annual reviews which will ask for views of the students, parents and any agencies involved, as well as appropriate school staff.

The process of planning for a young person with an Education Health Care Plan (EHCP) will take account the statutory requirements and recommendations from their Plan.

Do

Teaching and delivery staff are responsible for the day to day assessment and delivery of the plan and need to monitor the impact of the targeted interventions. The plan will be available and read by the full team supporting the student in order to shape their learning and support delivered.

Review

Teaching staff continually review the progress of all learners on a daily basis through; marking, feedback, observations and regular meetings with other staff. This happens for all learners throughout the year both formally and informally. JAMES has regular (sometimes daily) communication with parents/ carers monitoring, reviewing and feeding back progress and/or challenges. For every learner, JAMES pairs them with a 'keyworker' from the staff team, from which parents/ carers and young people are encouraged to utilise their allocated keyworkers to facilitate communication as well as our pastoral support. Parents are also regularly contacted by member of the senior leadership team when required. Staff will regularly talk to students and meet with staff to discuss challenges or concerns and, with senior leaders, will action plan, review and change targets accordingly. We will call reviews of plans when needed in order to ensure they are up to date and fit for purpose to support learners.

Revision of learning in school is especially crucial to those children with SEND. Clear, continued target setting will be evident in their books and should clearly help all involved to identify next steps towards success.

JAMES holds meetings for parents of children identified as having SEND. These meetings will be planned as and when required and frequency is dependent on need and will be held by the specialist teacher and/or the Operations Manager. Meeting agendas vary and can include visits from outside agencies.

The JAMES Operations Manager is involved with SEND panels in order to support Bradford SEND but also to ensure we are well placed and experienced in the process involved with decision making with EHCP's.

Teaching staff consider the following when discussing the progress of learners identified with SEND:

- Have the learners met their expected targets?
- Are the learners on track to meet their end of year/key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between learners with SEN and all pupils?
- Are their changes in the students circumstances that are causing additional boundaries to achieving targets that need to be addressed and considered?
- Is the provision for the learner appropriate?
- Have their needs changed?
- What else can we do to support our young people? E.g. interventions or other JAMES programmes, mixed timetable or use of external provision.

Differing support options

There are two ways in which a young person with SEND might have their needs categorised; SEN Support/My Support Plan or Education Health Care Plan (EHCP). The main difference between the two categories are that those with an EHCP have their statutory rights protected by law whereas those categorised as SEN support/My Support Plan will be met through in house arrangements according to personalised, specific needs (see Assess section on the Graduated Approach to SEND Support).

SEN information on students is part of our admissions document and is kept and updated at least termly. We always ask referrers if young people have a plan or SEND needs.

Using the plan, do, review process teaching staff will plan to provide for the needs of each young person using the skills and expertise both within the classroom, vocational areas and across the organisation. However, on occasions, following the review and assessment process, JAMES may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral. Parents and carers will be consulted by JAMES when it is felt necessary to call on specialist services. Parents/ carers and learners will be fully included in the planning process.

The EHCP review will ascertain if parents, school and the young person feel the plan needs to remain in place or should close – feedback will be given to SEN through the review paperwork. If we identify that we need further advice and support, including assessments of need for a young person we will:

- Request advice from the appropriate agencies and follow any recommendations that are made to meet individual needs
- Carefully track and monitor support progress and attainment
- Liaise with other settings to develop support for a young person
- Request an EHCP/assessment
- Involve parents/carers and young people throughout this process, at all stages

The process for applying for an assessment is now done using the online system.

Training and Resources

Training needs for all staff can be identified in the following ways:

- Audit of staff expertise and training needs and annual CPD forms
- Recognising specific needs for individual pupils and how staff can be trained to support that young person.
- The SENCO has regular training on updates in SEN issues/developments both nationally and locally and is Part of SENCO network, involved in EHCP panel process and receives regular updates from SEN, integrated assessment for Bradford children's services.
- Elements of the school improvement/development plan to be addressed through training.
- Operations manager/ Specialist Teacher will lead staff meetings per year providing training and support identified on the SEND action plan.
- Resources are purchased as and when they are required.

The Trustee Education Sub-Group will offer support and challenge to the school SEND approach. They will meet at least three times a year to discuss strategic changes and developments using the improvement plan as a guide. The Chair will then report back to the full board of trustees regularly.

Storing and Managing Information

All documentation linked to children's individual needs are securely stored with access only to JAMES staff. Documents are handed to new settings during transition and copies are held in school for a period of time. Any documentation no longer required is shredded (see Record Retention Policy).

Positive relationships with parents/carers often means that concerns and complaints can usually be dealt with between parents, carers and staff. However, when a more formal complaint is made this needs to be in accordance with JAMES complaints policy (see complaints policy) and this is available on our website.

The SEND policy will be reviewed on an annual basis and ratified accordingly.

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