



Our Aim at Audlem St James' C.E. Primary School is to raise the aspirations of, and expectations for all pupils and young people with SEND. Our school provides a focus on outcomes for pupils and young people to ensure they achieve their potential, become confident individuals living fulfilling lives and make a successful transition to High School and into adulthood.

Children with special educational needs have learning differences, difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra, or different help from that given to other children of the same age.

There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory

Objectives:

- ✓ THAT OPPORTUNITIES ARE PROVIDED FOR EVERY PUPIL TO EXPERIENCE SUCCESS AND TO DEVELOP AN OPEN MIND SET TO LEARNING.
- ✓ TO CREATE AN ENVIRONMENT THAT MEETS THE SPECIAL EDUCATIONAL NEEDS OF EACH CHILD.
- ✓ TO ENSURE THAT THE SPECIAL EDUCATIONAL NEEDS OF CHILDREN ARE IDENTIFIED, ASSESSED AND PROVIDED FOR USING THE 'ASSESS, PLAN, DO, REVIEW' MODEL.
- ✓ TO WORK WITHIN THE GUIDANCE PROVIDED IN THE SEND CODE OF PRACTICE, 2014
- ✓ TO PROVIDE A SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO) WHO WILL WORK WITH THE SEN INCLUSION POLICY
- ✓ TO PROVIDE SUPPORT AND ADVICE FOR ALL STAFF WORKING WITH SPECIAL EDUCATIONAL NEEDS PUPILS.
- ✓ TO INVOLVE PARENTS/CARERS IN PLANNING AND SUPPORTING AT ALL STAGES OF THEIR PUPIL'S DEVELOPMENT
- ✓ TO ENSURE ALL PUPILS, WHATEVER THEIR SPECIAL EDUCATIONAL NEED OR DISABILITY, RECEIVE APPROPRIATE EDUCATIONAL PROVISION THROUGH A BROAD, BALANCED CURRICULUM THAT IS APPROPRIATELY DIFFERENTIATED.
- ✓ TO ENSURE THAT PUPILS WITH SEND HAVE A VOICE AND ARE GIVEN OPPORTUNITIES TO EXPRESS AN OPINION AND THAT OPINION WILL BE TAKEN INTO ACCOUNT IN ANY MATTERS AFFECTING THEM.
- ✓ TO ENSURE STAFF AND GOVERNORS ARE ACCOUNTABLE FOR THE SEND POLICY BEING IMPLEMENTED AND MAINTAINED.

INTENT

What you teach - your programme(s) of study

[Let Your Light Shine.' Matthew 5:16](#)

At Audlem we embrace the adventure of learning, encouraging everyone to step out further, think more deeply and become more understanding. Inspired by our Christian values, we are developing our skills, our courage and our wisdom to achieve beyond expectations and become successful learners, caring citizens and confident individuals. Through God's love, we are nurtured, we are inspired and we shine.

At Audlem St James Primary School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability.

Our aim is to provide all our children with an engaging, empowering curriculum that equips them with the tools needed to become independent, inquisitive learners both in and out of the classroom.

Through our high-quality planning, teaching and provision we intend to:

- Identify pupils with SEND early and provide intervention to ensure that progress and opportunities are maximized.
- Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- Develop children's independence and life skills
- Regularly monitor the progress of children with SEND, using a child-centered approach.
- Provide good quality and relevant training for all staff members supporting children with SEND.
- Use the 'assess, plan, do, review' method to identify and monitor pupil's progress and needs.
- Work in partnership with parents and carers.
- Work closely with external agencies and other professionals to develop our provision for children with SEND.
- Ensure secure transitions between settings e.g. EYFS providers or High School.
- Work within the guidance provide in the SEND Code of Practice, 2014 and provide a Special Educational Needs Co-ordinator (SENCO).

IMPLEMENTATION

How you teach it - your delivery of the above

At Audlem St James Primary School, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

At Audlem St James Primary School, pupils with SEND will:

- Be included in all aspects of the school day.
- Be provided with quality first teaching, differentiated to their needs.
- Access a broad and balanced curriculum.
- Have an accessible learning environment.
- Be identified as early as possible to maximise opportunities and progress
- Be respected and their contributions valued and acknowledged.
- Be supported to develop independence and life skills.
- Be supported by termly meetings with teaching staff, the SENCO and parents/carers through the plan, do, review system
- Be closely monitored for progression towards targets set out on their personalised Plan, Do, Review
- Be supported with extra transition (either between classes or different educational settings e.g. EYFS or High School)
- Be supported by school staff and monitored by the SENCO
- Be taught and supported following the guidelines set up within the guidance of the Code of Practice 2014.

At Audlem St James Primary School, pupils with SEND may:

- Have specific 1:1 or small group intervention to support their Phonics, Maths or English learning.
- Take part in social and emotional support interventions such as ELSA, Lego Therapy, Resilient Classrooms, Cool Connections and Next Steps with the aim to remove any barriers to learning.
- Have additional support from our Wellbeing Team with access to the Wellbeing Area.
- Receive additional support with their speech and language development from trained teaching assistants supported by SALT.
- Carry out some of their learning outside through Forest School , Wellbeing Wednesdays and Resilience Passports.
- Have access to Calm Spaces, Well-being Resources and build a personal toolkit through the Zones of Regulation.
- Have individual plans to support their inclusion including RAMPs and Sensory Processing Plans.
- Have additional targeted support allowing children extra time for pre-teaching, confidence building and securing new skills.
- Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Cheshire east Autism Team, Emotionally Healthy Children and Young People Link Team or The Sensory Processing Occupational Therapist Support Service to develop specific targets/programmes tailored to the child's individual needs.
- Be tracked individually using small measures of progress checks such as, PIVATS or the APF (Autism Progression Framework)
- Require further support. If so the school or parents may request a statutory assessment of special needs, which may result in an Education, Health and Care Plan being issued to the child.

IMPACT

So what - your evaluations of the above

As a result:

Children at Audlem St James Primary School feel happy, safe and respected.

Behaviour at Audlem St James Primary School is exemplary and diversity is celebrated.

Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.

Children with SEND make good progress at Audlem St James Primary School from their starting points due to Quality First Teaching and to the use of resources and small group intervention which meets the needs of the pupils.

On leaving Audlem St James, children with SEND have developed good independence and life skills.

Pupils will make secure transitions between classes and educational providers e.g. EYFS or High School

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:

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Developing
Secure
Embedded

** Please ensure you have compared this against judgements from other subjects and that your Headteacher agrees with your judgement.*

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
Introduced the use of Emotional wellbeing resources within each classroom. Identified safe spaces within classrooms and promote the use of calm passes. Set up and resourced Wellbeing Area inside. Restorative Practice Training and Emotional Coaching used in school to support individuals. Introduce the Zones of Regulation to Whole Class and further support individuals with targeted follow up work. Developed the Wellbeing Calm Area outside Y1/Y2. Completed TIS Senior Mental Health Lead Training. Introduced My Happy Mind to develop Mental Health and Wellbeing. Two Teaching Assistants completed the ELSA qualification. Whole school training in Emotion Coaching led by the Education Psychology Team. SENCo and Head teacher attended LA SENd Consultation Workshop to develop a response to the SENd Green Paper.	Leadership and Management PINS Project Training for Senior leaders – SENCO and Head Phase 1 – General training – Phase 2- training bespoke to school – CEAT, EHCYP, SPOTSS and SALT. Accessed SPOTSS training. Y6 Transition Pilot for parents delivered by the SPOTSS Review the Behaviour Policy and develop into a Relationship Policy. Re-established opportunities for training parents within school via the Parent Network – Parent Carer Form, SPOTSS and Keeping Safe and Coping Well. Develop the use of assessment tools used to measure small steps of learning e.g. AET Framework and Educater PKS levels. Review SEND in a Nutshell Teaching Assistant completing MELSA Training Middle leaders to ensure they are able to demonstrate how they are meeting the needs of SEND children in particular in their subject area. Adaptations mapped. Monitor the delivery and impact of My Happy Mind in developing positive Mental Health and Wellbeing.	Focus upon Staff Mental Health and Wellbeing in line with LA initiatives. Embed the procedure for identification, assessment and monitoring of children's mental health and wellbeing Step 1 Wellbeing Concern Step 2 Mental Wellbeing Assessment Step 3 Mental Wellbeing Plan Step 4 Monitoring Step 5 Mental Wellbeing Review Continue to develop the knowledge and skills of middle leaders, with particular reference to supporting the identification of key concepts and most important disciplinary and substantive knowledge that they want pupils to know from EYFS to Year 6. Re-establish opportunities for training parents within school via the Parent Network. Increased involvement by the SENCO in liaison with Feeder schools has taken place. SENCO supporting EYFS lead to aid early identification and plan provision. Introduce a SEND coffee morning and include new starters.

Established a SENd cluster group within the local NEP schools. SENd Review completed by Alison Ashley, Headteacher of Hebden Green School. Established links with BLSENCO and the Pastoral Lead. Early Helps have been implemented to support families and remove barriers to learning. Staff arranged into teams to act as support and critical friend. Class teacher to lead 3 statutory meeting held annually for all pupils identified as SEN Support with the support of the SENCO. EYFS, Y1 and Y2 continue to participate in the NCTEM Mastering Number Programme to address gaps and develop a secure understanding of number. Read Write Inc Phonics Book Bag Books purchased to allow books sent home to be at the appropriate phonological level. SLT has increased phonetically decodable texts available for EYFS, KS1 and other targeted readers. RWInc guided reading resources to enable the teaching of reading at the correct phonological level have been purchased. Children have access to decodable books at home and at school. Training provided in the use of RWInc guided reading, phonics book bag books and RWInc assessments. Four Early Reading Sessions for Parents/Carers were delivered before the books are distributed. Interventions to support children with Social and Emotional difficulties to remove barriers have been successful including Cool Connections, Next Steps, Resilient Classrooms, Forest Schools and accessing outside agencies including Dove.	Taking part in Keeping Safe and Coping Well Project – training for staff and parents delivered. Measure the impact of interventions. CPOMS launched and staff trained to use it. Monitor the use of Restorative Practice Training and Emotional Coaching used in school to support individuals to manage conflict and tensions by repairing harm and building relationships. Designated Lead for Mental Health (Wellbeing Lead) to establish regular meetings with the wellbeing team. Liaise with and update SENd Governor. Establish links with SENCOs in Cornovii Trust Academy schools. All Staff to use SEND TOOLKIT to support pupils through QFT, First Concerns and SEN Support. SENCO to monitor QFT strategies used by CT to support SENd. CT's to ensure that RAMPs, Sensory Plans and Behaviour Plans are adhered to and are shared with all staff involved. SENd monitoring – Day in the Life of a SENd pupil to be completed to review support received and impact. All CTs need to prioritise LA and aim to increase the amount of LA's to MA in Writing by the end of Summer Term. Ensure children are retaining key knowledge by revisiting it regularly through the activation of prior knowledge (metacognition). Ensure that children are reading decodable books aloud regularly to an adult. Progress in phonics measured using RWInc assessment materials. Read Write Inc Manager to train CTs to assess. All CTs must identify gaps in children's phonics knowledge and revise lessons that address these gaps.	
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** The table above should list the actions you have taken, or plan to take, to develop the subject further i.e. a summary of your action plan.*