



As an **inclusive school** we ensure all pupils, families and staff are well supported which enables all children to **thrive**. Pupils with SEND are not just in our school, they are part of it. We **remove barriers to learning and participation**, provide an education that is appropriate to pupils' needs, and promote high standards and the fulfilment of potential for all pupils. Our curriculum **is** ambitious for all and we have the **highest of expectations for all our pupils**, supporting each individual to make excellent progress from their starting points. Where children are recognised as having a special education need, the following principles ensure that they feel valued and are supported throughout their education to enable them to flourish.

Quality-first teaching by excellent teachers

All children of SEND are included within the classroom setting and experience adaptive teaching delivered by our **highly skilled teachers and support staff**. The use of **explicit instructions, cognitive and metacognitive strategies, scaffolding, flexible groupings and technology** underpins all of our teaching. Our SENDCo supports all staff in ensuring their provision is evidence informed and accessible, therefore allowing all pupils to feel safe and confident enough to take risks within their learning. **Assessment of learning** and for learning is embedded systematically to identify misconceptions and adapt teaching as necessary.

Highly effective adults

Additional adults are **trained and supported** to use techniques to help pupils scaffold their own learning. Our additional adults add value to what teachers do, not replace them. Adults help our children **develop independent learning skills and manage their own learning**. **CPD is carefully planned** to support the pupil needs in our school.

Supporting pupils wellbeing

Wellbeing is integral to everything within our school and all children are supported in learning strategies to manage and discuss their emotions. All children with SEND **are heard, supported and feel valued** from the moment they arrive meaning there is no limit to the progress and success they can achieve here. Understanding pupils and their learning needs is essential for pupils to make progress. All adults have an awareness of individuals needs and are mindful when supporting their behaviours for learning.

Responsive interventions

Where it is necessary, interventions are implemented and **delivered by skilled teachers and support staff to complement high quality teaching**. These are carefully targeted through identification and assessment of need. We regularly review all interventions and are responsive to pupils' needs.

Specialist support

Some pupils will need specialist interventions delivered by trained professionals from outside agencies to support their progress.

Partnerships with families

At St John and St James we ensure that all **communication is transparent and supportive**. Where necessary, meetings are held termly to review targets and where appropriate a referral to an external agency may be considered.