

# St John's Highbury Vale CE Primary School



## Statement of Intent for SEND

St John's Highbury Vale CE Primary School  
Vision for Education:

*“I can do all things through  
Christ who strengthens me.”*

**Philippians 4:13**

This can be lived out through our school moto,

*‘every child, every opportunity, every day.’*

At the heart of our school vision is a desire for an authentic and life giving relationship with one another and with God. We believe that it is through Christ who gives us the strength, all can achieve within a learning environment where every child is valued as a unique individual created in the image of God, and where teaching and learning is of a consistently high standard

Our vision is: "to be a school where every child is valued as a unique individual created in the image of God, where everyone has equal opportunities and where teaching and learning are of a consistent high standard."

Summary of our school vision: 'Every Child, Every Opportunity, Every Day'

We aim to provide the foundation on which children can grow, enabling them to move on to the next stage of their lives, confident that, in the words of St. Paul:  
"I can do all things through Christ who strengthens me" Philippians 4:13

At St John's Highbury Vale C of E School we are committed to equality.  
We aim for every pupil to fulfil their potential no matter what their background or personal circumstances.

Our school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

### **Intent**

- To provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- To provide full access to an ambitious curriculum for all pupils.
- To enable pupils with SEND to achieve their potential
- To ensure that the needs of pupils with SEND are identified early.
- To ensure these pupils are assessed, monitored, planned for and regularly reviewed to improve outcomes and, therefore, make the necessary progress.
- To ensure pupils are prepared for adulthood.
- To ensure SEND pupils are equipped for life in the wider community.
- To ensure parents/carers are fully engaged in decision-making, assessing progress and determining goals
- To gain the views of the child and enable them to have a voice
- To take into account the views, wishes and feelings of pupils/parents/carers
- To provide advice and support for all staff working with pupils with SEND
- To implement the advice of experts and professionals involved from outside of the school
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND
- To support key transition points to allow them to be as smooth as possible
- To include and value the contribution of all families to our understanding of equality and diversity.
- To improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- To make inclusion a thread that runs through all of the school's activities.

### **Implementation**

- We will review the SEND policy regularly, ensuring its effectiveness and adjusting it accordingly.
- The school SEND register is kept up to date and regularly reviewed, including data on primary needs and diagnoses.
- The SENDCo, with support from the class teacher and parents, will initiate and complete relevant paperwork for referrals to other services or applications for funding, e.g. Education, Health and Care Plans (EHCP), Speech and Language Therapy referrals and other health referrals, etc.
- We will coordinate support for children with special educational needs both at home and in school to ensure a holistic approach through regular meetings with parents to capture their views as well as those of the child.
- The SENCo will liaise with external agencies and help the staff implement their strategies and advice.
- We will support teaching assistants (when appropriate) with training and expertise to ensure the best outcomes for children with SEND
- We will use our Art Psychotherapist interventions and support parental and pupil SEMH needs
- The SENDCo will attend courses to keep up to date with current issues, participate in regular CPD, research key SEND areas and disseminate relevant information to staff.
- We will ensure that staff CPD needs are kept up to date by contributing to in-service training
- The SENDCo will report to governors on the progress of SEND children and the current strengths and areas in need of developing
- Regular learning walks and book looks will take place to ensure that SEND children are well supported and making progress, as well as termly Every Child Succeeds Meetings run by team leaders with class teachers.
- We will strive to ensure that children are fully prepared for the next phase of their learning and that they develop appropriate life skills to help them live with growing independence.
- That children will be prepared mentally and socially for the challenges that the future may bring.

#### **Pupils with SEND will:**

- Be included in all aspects of the school day
- Be provided with first quality first teaching, adapted to meet their needs
- Be respected and acknowledged.

#### **Pupils with SEND may:**

- Have specific 1:1 or group support to support them in accessing different areas of the curriculum
- Have interventions outside of the classroom
- Take part in social, emotional and mental health interventions
- Receive additional support from a Speech and Language Therapist
- Work alongside outside agencies such as the Educational Psychologist, Occupational Therapist, Social, Emotional and Mental Health team, Communication and Interaction team and the Specific Literacy Difficulty team.

### **Impact**

- We develop safe learning environments where difference and diversity are embraced and celebrated.
- Through emotion coaching techniques and restorative justice, those children with social, emotional and mental health needs can feel successful and thrive.
- Children have a voice and feel heard – they are involved in decisions about themselves.
- Staff are empathic, supportive and compassionate and create effective learning opportunities for all.
- Parents feel listened to and supported and play an important role in decision-making about their child.
- Early intervention means we can close emerging gaps early and/or identify needs and implement support quickly.
- Relationships between staff, pupils, parents and wider professionals are at the heart of everything we do at St John's.