



SEND IN A NUTSHELL

Wellbeing

We want all children to be confident, independent and resilient as they grow and develop. We strive to find opportunities to nurture the individual's sense of self to becoming confident, self-aware individuals with a positive mindset, equipped to thrive in an ever-changing world

SEND Leadership

As the leader in Special Educational Needs (SEN), Mrs Wales's primary focus is to create and implement a strategic framework that enhances policy and provision for students with diverse learning needs. This involves coordinating effective guidance for teaching staff, ensuring they are equipped to identify and support individual needs within the classroom. Our SENCO and Inclusion Lead is Mrs Wales. She is available to be contacted on sen@stjames-veybridge.surrey.sch.uk
Mrs Wales works in school Monday - Thursdays

Assessment

Assessment is a vital component of our educational approach, enabling us to understand and support each student's learning journey effectively. We employ a balanced combination of formative and summative assessments, along with tailored access arrangements (in accordance to DfE guidance), to ensure every learner can demonstrate their understanding and progress.

Transition and preparation for change

We recognise that transitions—whether moving to a new year group, school, or a new experience - can be challenging for some. Our commitment is to ensure that every child is well-prepared for these changes, fostering confidence and reducing anxiety throughout the process. Through the use of photo-books, social stories and pre-visits we provide children with information of what to expect while familiarising themselves with new environments. We encourage children to ask questions and share their views which empowers them to navigate change with confidence.

Interventions

We have carefully chosen research-based interventions with specific, measurable targets tailored to individual children's needs. Interventions are selected to support both academic and personal development. Children may be selected for an intervention through teacher observation and assessment or advice from external professionals.

Wider Opportunities

We believe in providing a rich tapestry of wider opportunities that enhance student learning and personal development beyond the classroom. Our school offer is accessible and inclusive to ensure children can explore a wide range of activities. We promote participation in residential trips which develop additional life skills.
Working with families we support individuals to have successful experiences.

Curriculum

Our curriculum builds on prior knowledge and skills, ensuring a clear and logical progression. We employ strategies that encourage the retrieval of previously learned skills and knowledge. Recognising the importance of cognitive load theory, we design learning experiences that balance challenge and support. By breaking down complex tasks into manageable parts, we minimise cognitive overload and enhance students' ability to process and retain information.

Inclusive Charter

Our inclusive charter is grounded on 4 key principles of Quality First Teaching which aim to develop an inclusive learning environment, foster independent executive functioning skills and develop opportunities for collaborative learning. By embracing these principles, we aim to cultivate an educational experience that not only meets the needs of every student but also prepares them for future success in a diverse world.

Adaptive teaching and scaffolding – tailoring the learning to an individual's needs enabling them to be supported while developing independent learning behaviours. Scaffolding involves breaking tasks into manageable steps and gradually removing support as students gain confidence and independence. Using sentence stems/starters provides a structure to model language, promote vocabulary development and enhance writing skills. Colourful semantics simplifies complex grammatical concepts by providing a clear structure to construct sentences.

Visuals – Using Widgeit to dual code language, making language more accessible while improving vocabulary acquisition and comprehension skills. Visual aids support language development by providing context and enhancing memory. Visual timetables are displayed in all classrooms to support children in understanding their daily routine, knowing what to expect and when.

Relationships – Fostering trusted relationships enables teachers to use their professional skills to ask crafted questions to elicit understanding from individuals. Using the strategy of pose-pause-pounce provides time for children to consider and formulate a response to the question or discussion point.

Manipulatives and Resources – Concrete experiences, whether that manipulatives in maths or a word bank in a foundation subject, support pupil's comprehension of a concept, scaffold their understanding and promote independent learning behaviours.