

St James CE Primary Academy Special Educational Needs Information Report 2018

St James Equality Statement:

St James CE Primary Academy aims to be an inclusive academy and we seek to remove any barriers to learning. Every child is welcomed at St James and we aim to promote the individuality of all our children irrespective of gender, ethnicity, ability or background. All children have a right to an education which offers an equal opportunity to every individual. This will ensure that the academy fulfils its duties in line with the Equality Act 2010 and that reasonable adjustments will be made to ensure that no individual is discriminated against.

Aims of this Special Educational Needs Disability (SEND) Policy:

The aims of our special educational need and disability policy and practice in this academy are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the academy alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.



What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2014)



How does our academy know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school (the child's previous school informs us in the event a child moves schools or the child's pre-school setting informs us - children entering Reception).
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
 1. Communication and interaction (difficulties communicating with others)
 2. Cognition and learning (learning at a slower pace than peers, despite normal classroom differentiation)
 3. Social, mental and emotional health (social and emotional difficulties, such as being withdrawn or displaying challenging, disruptive or disturbing behaviour)
 4. Sensory/physical (a disability preventing children making the most of education provided)
- A pupil asks for help

What should I do if I think my child may have special educational needs?

- If you have concerns then please firstly discuss these with your child's teacher. This then may result in a discussion with the
- Special Educational Needs Coordinator (SENCo) whose name is Mr C Dobson supported by L Plows whose contact details are:
Address: St James C of E Primary Academy, Brook End, Longdon, WS15 4PL
Telephone: 01543 490378
E-mail: office@St-James.staffs.sch.uk (Please put for the attention of SENCo)
- All parents will be listened to. Your views and your aspirations for your child will be central to the assessment and provision that is provided by the academy.

The role of the SENCo is:

- overseeing the day-to-day operation of the academy's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the principal and governors to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the academy keeps the records of all pupils with SEN up to date (SEN Code of Practice 2014)

How will I know how the academy supports my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes.
- Governors play a key role in monitoring the provision made.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in regular meetings.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model working closely with parents to remove barriers and ensure effective special educational provision (ASSESS - the class teacher, working with the SENCo carries out a clear analysis of pupil's needs, PLAN - agree support and intervention needed, DO - class teacher responsible for working with pupil on daily basis working closely with teaching assistants and specialist staff, REVIEW - the effectiveness of the support)
- An individual review of the pupil will be undertaken in order to make an assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Parents will be informed that the academy considers their child may require 'additional to' SEN support and their partnership sought in order to improve progress and attainment.
- Additional SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. These plans are devised by the class teacher, you as parents and your child, as well as outside agencies if these are involved with your child. They are child-centred, recognise children's strengths and interests and plan appropriate next steps which are measurable so that progress can clearly be seen. These are reviewed termly, however are always a working document and will be amended as needed for example, once your child has achieved a target their next steps are planned for to ensure they continue to make progress.

Plans are:

- are child-friendly (Key Stage appropriate)
 - have SMART targets (Specific, Measurable, Achievable, Relevant, Timebound) so that the most important person, the child, can achieve attainable goals and gain success
 - involve children and parents in reviewing and writing targets
 - provide an opportunity for the child's voice to be heard - celebrating what they are good at and current interests, so these can be built upon, as well as reflection on progress.
 - enable children to reflect on their progress towards targets
 - are working documents that are annotated
 - are monitored by SENCO
 - are shared with all staff who teach the child
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
1. Special Educational Needs Support Service (SENSS)
 2. Behaviour Support Service
 3. Dyslexia Centres
 4. Autism Outreach Team
 5. Hearing Impairment team
 6. Visual Impairment team
 7. Speech and Language Therapy
 8. Educational Psychologist Service
 9. Educational Welfare Officers
 10. Physical and disability support service
 11. Social Services
 12. School Nurse
 13. CAMHS (Child & Adolescent Mental Health Service)



- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the academy's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the academy or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

Examples of interventions at St James to support children's needs:

An overview of a possible graduated response: Provision Overview			
Code of Practice Area of Need:	Wave one (In class teaching)	Wave two (Small group intervention)	Wave three (1:1 individual support)
Communication and Interaction	<ul style="list-style-type: none"> • Learning Partners • Collaborative Learning • Structured classroom routine • Preparation of change of routine • Teacher support with explanations • TA support with explanations • Differentiated use of language • Visual timetables • Visual prompts • Key word walls • Desk top prompts • Alternatives to writing to record information • Learning Partners • Collaborative Learning 	Social Skills Group Playground games Club	<ul style="list-style-type: none"> • AOT Friendship Groups • Individualised targets from outside agencies, which includes Speech and Language, Autism Outreach, Educational Psychology and Key Learning Centres.

Code of Practice Area of Need:	Wave one (In class teaching)	Wave two (Small group intervention)	Wave three (1:1 individual support)
Cognition and Learning	<ul style="list-style-type: none"> ○ High Expectations ○ Teacher awareness of children's preferred learning styles (VAK) ○ Differentiated curriculum ○ Multi-sensory approach ○ Focused support from teacher ○ Focused support with TA ○ TA support for targeted children during whole class sessions ○ Independent activities ○ Alternatives to writing to record information ○ Mind maps ○ Visual timetables ○ Visual reminders ○ Chunking of information ○ Talking tins ○ ACE dictionaries ○ Desk top prompts ○ Key word walls ○ Coloured paper / rulers ○ Dyslexia Friendly strategies ○ Use of ICT programmes ○ High Expectations ○ Teacher awareness of children's preferred learning styles ○ IWB setting to a coloured background 	<ul style="list-style-type: none"> ○ Specific groups focused on specific information ○ Additional reading sessions ○ Guided reading ○ Literacy intervention with TA - timetabled sessions - specific groups ○ Small group phonic intervention - Letters and Sounds ○ Reading buddies 	<ul style="list-style-type: none"> ○ One Minute Reading Intervention ○ Individualised targets, such as Precision Teaching from outside agencies such as Staffordshire Special Educational Needs Support Service. ○ Precision teaching ○ One minute Reading ○ Targeted IEP 1:1 individual intervention ○ Use of ICT programmes ○ Reading overlays

Code of Practice Area of Need:	Wave one (In class teaching)	Wave two (Small group intervention)	Wave three (1:1 individual support)
Social, emotional and mental health	<ul style="list-style-type: none"> • Whole school behaviour policy implemented • Golden time • Whole school rules - visual / auditory reminders and prompts • Class rules - visual / auditory reminders • Appropriate warnings and consequences given • Whole school and class rewards • Social and Emotional Aspects of Learning (SEAL) • Circle time • Friendship stops 	<ul style="list-style-type: none"> • Social Skills Group • Playground Games Club • Positive Role Models • Indoor and outdoor provision at lunchtime • SEAL small group intervention 	Individualised targets from outside agencies, such as Behaviour Support, for example, support at lunchtime.

Code of Practice Area of Need:	Wave one (In class teaching)	Wave two (Small group intervention)	Wave three (1:1 individual support)
Sensory and/or Physical needs	<ul style="list-style-type: none"> ○ Environmental / classroom planning for individual need ○ Appropriate seating ○ Teacher is aware of the use of facial expressions and lip reading as an aid to communication ○ Coloured worksheets as appropriate ○ IWB setting to a coloured background ○ Resources to help writing e.g. writing slopes, pencil grips, mat laminates ○ Brain gym 	Dough Disco (Reception) - whole class programme to develop gross and fine motor skills Motor Skills Group	<ul style="list-style-type: none"> ○ Hearing Impaired/ Visual Impaired Team as required ○ Working closely with outside agencies such as Physiotherapy and Occupational Therapy. ○ Care Plans to meet individual needs.

How will the curriculum be matched to my child's needs?

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom and provide high quality teaching. Staff have undertaken Dyslexia training, they are familiar with the indicators of Dyslexia and consistently use Dyslexia Friendly Strategies in daily teaching. When a pupil has been identified as having special needs, their work will be differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.
- Teachers will ensure that recommendations from outside agencies are implemented to meet your child's needs, as appropriate.
- Staff are deployed to implement planned learning to meet the needs of groups of learners and one-to-one where appropriate.
- We are an inclusive academy and children are taught alongside their peers wherever possible.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through the reporting system and Parents' Evenings.
- In Foundation Stage children's progress is measured against Early Years Outcomes and the Early Years Foundation Stage Profile at the end of Reception. In Key Stages 1 and 2 children's progress is measured against age related expectations.
- Parents may also find the home reading diary (Foundation Stage and Key Stage 1) or planner (Key Stage 2) a useful tool to use to communicate with staff.
- Parents of children with SEN will be invited to review meetings where you will be able to discuss your child's progress with your child's Class Teacher. This may involve the SENCO, and possibly outside agencies. These are led by the class teacher who has a good knowledge and understanding of your child and their needs, progress and attainment. You and your child will be asked to complete a sheet prior to a review so that the meeting can begin with yours and your child's views. You will be encouraged to consider and record what is going well, what your child is finding difficult, your child's learning at home, what is helping your child to learn, what else would help, what your child enjoys outside of school and anything else considered relevant. Your child will be encouraged to consider and record what they have improved at, what they are finding difficult, about learning at home, things which help them to learn, what else would help, activities outside of school and anything else considered relevant.
- As ever, parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, please see your child's class teacher to arrange.
- Class Teachers and Senior Leadership and the SENCo regularly review children's progress. Class teachers plan interventions for children causing concern. The SENCo and Principal meet to plan more focused interventions for children with Special Educational Needs, however this is flexible and adapted as children's needs change.

How will you help me to support my child's learning?

- Please look at the academy website (www.st-james.staffs.sch.uk). This includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning. i.e. training a parent in delivering a programme.
- We organise a number of parent events during the year. These are advertised in the weekly newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.



What support will there be for my child's overall well-being?

The academy offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by governors.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups.
- We have an anti-bullying policy and strongly encourage parents to raise concerns. Children are taught about bullying through the PSHE curriculum.
- There is a friendship zone in the playground and playground buddies.
- The school council meets regularly with representatives from each class.
- A social skills group, as needed.



Pupils with medical needs

- Pupils with medical needs will be provided with a Health Care Plan. Staff who administer medicine complete training. All medicine administration procedures adhere to the Department for Education guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**.
- All staff produce a list (and update as necessary) of children complete with photographs and associated medical conditions, such as asthma or allergies/food preferences. These are shared with wider staff that may come into contact and lunchtime cooks and supervisors to ensure children's medical needs are met.

What training do the staff supporting children and young people with SEND undertake?

In the last three years St James has received a range of training at three levels; awareness, enhanced and specialist.

Examples include:

- Awareness training for staff on how to support pupils with a diagnosis of dyslexia.
- Training on the Equality Act 2010 for staff and governors
- Staff training on New Code of Practice
- 'Letters and Sounds' phonics training for staff
- Precision Teaching training for Teaching Assistants
- Specialist training for individual needs, for example, carrying out Physiotherapy programmes or leading a Social Skills Group, for Teaching Assistants
- Enhanced training for the SENCo through termly SEN updates and training on the new SEN Code of Practice 2014
- Enhanced training through regular visits from Special Educational Needs Support Service, the Educational Psychologist and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.
- Regular visits from Speech and Language Therapy to assess and plan support for targeted pupils, which is delivered by a TA who can seek advice from the Speech and Language Therapist.
- Attachment Disorder Training
- Autism Outreach Training
- Speech and Language Training for Teaching Assistants
- Curriculum training related to differentiation to meet children's needs
- Downs syndrome awareness training
- Visual impairment training

How will my child be included in activities outside the classroom including school trips?

- 'Reasonable adjustments' are made to promote accessibility to after school clubs and parents are encouraged to share any concerns with club leaders relating to their child's needs.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in activities.
- Meetings are held with parents during the planning stage for educational visits and 'reasonable adjustments' agreed, such as adjusting ratios, liaising with staff at visit destination etc...

How accessible is the school environment?

The following adaptations have been made to the environment:

St James has a:

- Toilet adapted to ensure accessibility for visitors with a disability
- A Reception window that is lower to ensure accessibility for visitors with a disability
- Ensured safe place for insulin testing/injections
- Visual impairment site survey

Our Accessibility Plan describes the actions the academy is taking to increase access to the environment, the curriculum and to printed information and this is available via the website.

How will the academy prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

- One to one parent appointments are usually made in the Autumn Term for prospective children and parents to find out about what the academy offers and ask questions to ascertain whether it is the right setting for their child. Reception staff offer events to enable new entrants to familiarise themselves with staff and the environment such as teddy bear picnic or a themed event, for example, Easter. All children are visited in their pre-school setting/home prior to starting. Home visits are also offered to parents. Children and parents invited to lunch and stay and play sessions. All parents are invited to attend a new entrants meeting where they have the opportunity to find out about the curriculum, meet staff, meet representatives from the 'Friends of St James' (Parent Teacher Association), school nurse, cook and before and after school provision staff. When a child has SEN, the SENCo willingly attends reviews prior to the child starting at St James, as well as liaising with the child's key person.

From Foundation Stage to Year 1:

- Transition between Foundation Stage includes regular liaison between the Foundation Stage teacher and Year 1 teacher throughout the year, particularly as children's attainment is finalised, to enable agreed, moderated judgements. Teaching staff meet to discuss children's progress, learning characteristics and interests to ensure progression and the meeting of individual needs, children who have not achieved the 'expected' Early Learning Goals at the end of Reception and are at an 'emerging' level are effectively planned for. Children are afforded the opportunity to spend time in Year 1 during the summer term to enable them to become more

familiar with their new environment and staff. Children create a classroom display ready for September, to develop a sense of belonging.

Transition to subsequent years:

- Transition between subsequent years throughout St James involves teaching staff meeting to discuss children's progress, learning characteristics and individual needs and interests to ensure progression and the meeting of individual needs, an opportunity for children to spend time in their new class during the summer term to enable them to become familiar with their new environment and staff.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. Staff from the new school are offered the opportunity to attend the final review meeting.
- The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the academy will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education. Information on admissions can be found at: <https://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/admissions.aspx>
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will liaise regarding the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred on request from the new school at which the child has been enrolled.

How are the academy's resources allocated and matched to children's special educational needs?

St James receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the academy to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget; The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the academy may be

allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. social skills groups, literacy and numeracy support
- Specialist support from teachers/teaching assistants e.g. 1:1 tuition precision teaching
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- Continuing Professional Development relating to SEND for staff

How is the decision made about how much support my child will receive?

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken by the class teacher and SENCo/Principal. You will be informed of the support your child will receive. For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the class teacher, SENCO or senior leadership team member
- during parents' evenings
- review meetings

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child, please contact the following:

- Your child's class teacher
- The SENCo
- The Principal
- Chair of Governors

Support services for parents of pupils with SEN include:

- **SEND Family Partnership** <https://www.staffs-iass.org/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on sfps@staffordshire.gov.uk.



Information on where the Local Authority's Local Offer can be found:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

This document is reviewed annually.

Reviewed: Sept 2018

To be reviewed: Sept 2019