



# **SEND INFORMATION REPORT**







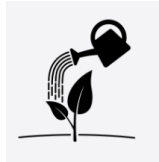

**St James CE Primary School**

**July 2024**

## Our Vision and Values

At St. James, we aim to create a school family that supports and motivates all to be the best they can be, 'for the good of all'. We follow an ambitious and enriched curriculum that we have carefully designed to develop children's sense of curiosity, empathy and adventure. We prepare the children of St. James to go out into the world as: life-long-learners, resilient risk-takers and courageous global citizens.

St James' One-Page SEND Summary:

High Quality Teaching for all		
 <p>Every teacher a teacher of SEND</p>	 <p>Inclusive classroom environment with particular consideration around Cognitive Load Theory</p>	 <p>Communication and Interaction informed pedagogy and curriculum</p>
Identification and Procedures		
 <p>Clear procedures for early identification of SEND e.g Procedure Log, OCC Descriptors and assessment</p>	 <p>Assess, Plan, Do, Review (Graduated Response)</p>	 <p>Individual Support Plans (ISP) and Education, Health and Care Plans (EHCP) clearly state outcomes and provision</p>
Team around the child		
 <p>Parental Engagement SEND review meetings held 3 x year</p>	 <p>Working with external professionals and applying specialist advice</p>	 <p>Effective use of support staff with research-based targeted interventions</p>

This report, alongside our Trust SEND (Special Educational Needs) Policy and Accessibility Plan maps out the SEND provision and inclusive approach at St James.

<p><b><u>Deputy Headteacher and SENCO</u></b></p> <p>Where children or parents have concerns, in the first instance they should contact the class teacher. The class teacher will inform the SENCO.</p> <p>Our SEND Policy outlines our SEND support.</p>	<p>Mrs Ruth Ash (DHT and SENDCO)</p> <p>SEND Policy</p>
<p><b><u>DESIGNATED TEACHER FOR LOOKED AFTER CHILDREN</u></b></p> <p>We have a duty to ensure that Looked After Children (Children We Care For) receive appropriate support and care to help secure their progress and engagement within the learning environment.</p>	<p>Mrs Lucy Ottaway (Headteacher)</p>
<p><b>LOCAL OFFER</b></p>	<p>Local Offer website:</p> <p><a href="#">Special educational needs and disability: The local offer   Oxfordshire County Council</a></p>
<p><b>WHOLE SCHOOL PROVISION</b></p>	<p>Please see our Universal, Targeted and Specialist Support in our Inclusion / SEND Policy.</p>
<p><b>REVIEW DATE</b></p>	<p>July 2025</p>

## **SPECIAL EDUCATION NEEDS AT ST JAMES CE PRIMARY SCHOOL**

### **SEND SUPPORT**

St James CE Primary School is a mainstream academy. An academy is a state-funded, community school serving local residents, providing free education for children of all abilities.

We are an inclusive setting that fully complies with the requirements outlined in the Special Educational Needs and Disability: Code of Practice (2015). Teachers, with the support of teaching assistants if required, deliver high-quality inclusive education for all children, including children who children may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We also have staff that have training in the following areas:

- Zones of Regulation
- Colourful Semantics
- SCERTS
- Social Stories
- Makaton
- SWiFT
- Drawing and Talking
- Lego Therapy
- Family Links
- Autism Spectrum Disorder
- Communication and Interaction/Speech, Language and Communication Needs
- Mental Health
- Specific Medical Conditions
- Specific Physical Disabilities
- Physiotherapy Programmes
- Wellcomm
- Sensory Circuits
- Team Teach Training

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010).

### **SEND POLICY AND INFORMATION**

The school has a SEND policy which can be found on the school website.

The school telephone number is 01235 868232

The SENCO and Deputy Headteacher is Mrs Ruth Ash (September 2023).

Our SENCO, Senior Leadership Team and class teachers track pupil progress on a termly basis. We track the progress of all our children and as professionals, we regularly discuss any concerns we have as well as celebrating pupil achievements. We have robust systems in place and use data to support tracking and identifying needs.

Parents who have concerns about their children are encouraged to speak to their class teacher, who will then pass this information on to the SENCO. The SENCO may also meet with parents, via prior appointment. This can be made through the school office.

We identify SEND in children in the following ways:

- Observations and assessments in class setting
- Discussion with the child, who may be worried about their own learning
- Parental and teacher discussion
- Class teacher concerns discussed with SENCO
- Ongoing observations and assessment, checking against age-related expectations and developmental 'norms'
- Support and advice from outside professionals (with parental consent) e.g. Speech and Language Therapist.

As a staff we meet regularly to discuss the progress, engagement and conduct of children within the school. Decisions are then made as to the most appropriate steps to take in order to support each child; these decisions tie in with the school's graduated approach to meeting needs.

The school operates a four-part cycle in order to identify children who may have special educational needs. This is through the process of

- Assess (the child's needs)
- Plan (support)
- Do (interventions/actions)
- Review (outcomes)

Through this four-part cycle, earlier decisions and actions are revisited, refined, and revised with a growing understanding of the child's needs and of what supports them in making good progress and securing good outcomes. This is known as the graduated approach. Our approach is detailed within our SEND Policy which is available in a paper copy or on our website.

If, in our professional opinion, we believe your child is likely to require ongoing additional or different support and provision to support their progress, we will discuss this with you. We will let you know when your child's name is added to the SEND register.

### **PARENTAL INVOLVEMENT IN SEND**

Our starting point is to have a "listening" conversation with parents/carers before their child starts school: we know that parents are the first educators of their child and know them best –

we need their knowledge to plan effectively. We ask whether parents/carers have any concerns about their child – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once they start school. If a child has attended a Nursery school or Children’s Centre, we use the information they provide to plan the best programme of support.

At St James CE Primary School we have an open-door policy where parents are invited to come in and speak to their child’s class teacher, in the first instance, should they have concerns about the overall progress of their child. We believe in developing strong home – school links.

As part of the school’s graduated approach to identification of need, parents will be invited to discuss their child’s progress with their teacher. Parents may also be invited (or request) to meet with the SENCO. Being invited to a meeting with the SENCO does not automatically mean that your child has SEND - it may be an initial discussion with parents and your child’s class teacher about the additional steps that could be taken in class to support your child whilst the school is exploring their learning profile and needs.

The SENCO may also talk to you about your concerns and may begin an assessment of needs. If there is an agreement that your child has a special educational need, the school will work with you to plan a programme of support. This includes gaining your consent before any referrals to external agencies are made.

Occasionally, the school and parents may not agree that a formal assessment for SEND is needed. If you do not agree with the school’s recommendation that your child’s needs are assessed for SEND or that your child’s name be added to the SEND register, we welcome you to reach out to the Headteacher to discuss your concern. The school does not need parental consent to identify a child as having SEND, however we always prefer to work in partnership with parents.

Where SEND has been identified, an Individual Support Plan (ISP) will be created for your child. This document is developed through a cycle of reviews and starts with a Pupil Profile. Parents and the child contribute to the reviews three times a year and where needed, the reviews will be established more frequently. In addition, children with an Education Health Care Plan (EHCP) will also attend an Annual Review.

We use our best endeavours to match special educational provision to identified special educational needs. Our special educational provision includes several evidence-based interventions, these span different areas of need and different areas of the curriculum. Interventions are time-bonded and typically delivered in a small group by a trained member of staff. In partnership with teachers and school leaders, the SENCO monitors the impact of interventions through regular meetings and tracking of pupil progress. All children are set targets or next steps.

At the end Terms 2, 4 and 6, parents will receive an update on their child’s progress and are able to come into school in order to discuss how they can support learning and progress. We have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. We host a number of curriculum events and parent/carers workshops to help families understand what

learning is expected and how they can best support their child's needs. We believe in supporting the development of parenting skills and as such deliver workshops on site and work in collaboration with other agencies.

We believe in partnering with parents to support a child's learning. We encourage parental support through:

- Open door policy
- Pupil achievement and progress shared at Parents' Evenings
- Pupil Profiles shared with parents
- Teacher contactable through phone calls and at the door
- Parents' Evenings
- Class Dojo
- Weekly Headteacher newsletters
- Parent Coffee Mornings
- Parental workshops such as phonics and reading

### **PUPIL INVOLVEMENT IN SEND**

Our SENCO and class teachers, through regular progress reviews, seek to identify children making less than expected progress given their age and individual circumstances, or who are not engaging in their learning. Parents are invited to share any concerns with staff. We aim to identify reasons why a child may be struggling with their learning so that we can intervene with additional support which targets their areas of difficulty or challenge.

With teacher and parental discussion (and with input from the child as appropriate for their age), additional intervention will be provided if it is felt that a child may have special educational needs. These needs may be identified using a range of in-house assessments and observations, or outside professionals may also be involved. This is always with parental consent.

Children and their families are fully involved and encouraged in establishing this support on a termly basis. This is within our SEND / Inclusion Policy.

### **ARRANGEMENTS FOR ASSESSING AND REVIEWING CHILDREN'S PROGRESS TOWARDS OUTCOMES**

Individual Support Plans (ISP) are shared with parents, detailing the support provided for the term. Children's attainment and progress is shared with parents at each review meeting. Throughout our 'assess, plan, do and review' cycle we will look at the actions needed to support each child in achieving their full potential.

We also have a Home-School Link Worker (HSLW) who can support parents and make recommendations on how they can positively engage with their child's learning and all-round development. The HSLW can support children in school, after a referral has been made through the SENCO.

Throughout this process we will continue to add to the child's ISP and, as appropriate, seek the support of external agencies including; CAMHS, Educational Psychologists, Speech and Language, Communication and Interaction Team, and Occupational Therapists. This support is only sought, after agreement with parents.

### **TRANSFER AND ACCESS ARRANGEMENTS BETWEEN PHASES OF EDUCATION FOR CHILDREN WITH SEND**

Induction and a good start in school is important to us. We invest time in welcoming our children in a way that encourages them to feel a part of our setting. Each year we have an induction programme for all children new to EYFS in September. As part of this process, we include:

- Home or setting visits for each child.
- Consultation with parents about children's needs and interests.
- Induction meeting and assembly held for new pupils and/or parents.
- 'Stay and Play' opportunities prior to starting at St James CE Primary School.
- Carefully planned transition programme at the start of September to support our children.

For children with complex needs, a transition review with parents and agencies involved is established to ensure a smooth transition. A transition plan is then agreed together.

The SENCO is in regular contact with neighbouring educational settings and works closely with the other SENCOs in the area.

#### **When children transition between classes within St James CE Primary School:**

- All pupils have a session in their new classroom with their new class teacher at the end of the summer term, before moving up in the autumn.
- Handover meetings are held between relevant class teachers at the end of the academic year.
- SATS meetings are held for Year 6 parents.
- For some children, a carefully planned transition plan is set up to support them in transitioning.
- For some children, they receive a transition booklet of key photos of their new staff team and classroom.

#### **When pupils transition between primary schools:**

- If a child enters our school at the start or midway through the academic year from another primary school, then a transfer meeting will take place over the phone or in person. Files will be transferred between schools to ensure information is shared
- If needed the child may have a period of transition to ensure they settle well.



- The SENCO will then contact the external agencies involved (if applicable) to ensure support continues in our setting.

#### **When pupils transition to secondary schools:**

- We receive support from external agencies for pupils who may require some specialist help concerning transition to secondary school
- Receiving secondary schools come in to meet with current pupils and staff in summer term
- SEND (Special Educational Needs and Disabilities) needs are discussed between the SENCO and the receiving SENCO
- Additional transition days/meetings may be held depending on the needs of the child.

#### **TEACHING CHILDREN WITH SEND**

The Headteacher leads on inclusive practice, working closely with all staff (Teachers, Learning Support Assistants, and Office Staff). The Senior Leadership Team meet with teachers each term, review every child's progress, and identify any additional support needed. In addition, additional support or interventions are reviewed each term in order to monitor their impact and to adjust them as needed.

At St James CE Primary School we recognise that the quality of teaching within the classroom is the greatest influence over children's progress and we therefore invest in training to ensure our classrooms are inclusive.

We adopt a graduated approach to meeting the needs of all pupils through high-quality, inclusive teaching and our staff make reasonable adjustments to include all children, not just those with SEND. For example visual signs, symbols and timetables are provided throughout the school and all staff are encouraged to use communication friendly strategies.

See our SEND / Inclusion Policy for further information.

#### **HOW WE ADAPT THE CURRICULUM, LEARNING ENVIRONMENT AND PROVIDE ADDITIONAL SUPPORT FOR PUPILS WITH SEND**

At St James CE Primary School we provide an inclusive, coherent and ambitious curriculum that is carefully sequenced to support all children to build up the knowledge they need over time. By deliberately introducing curriculum content and skills in small steps, with lots of opportunities for repetition and rehearsal in different contexts, children secure the building blocks of learning that they need to understand more complex ideas and to undertake more complex tasks. This 'small steps' approach is inclusive of children with SEND and enables all children to remember more.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including children with an Education Health and Care Plan (EHCP) and children with medical conditions. High-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have, or may have, SEND. Teachers carefully plan 'scaffolds' to support each child's learning within a lesson, building from their starting point. Additional support and special educational provision, such as small group interventions and support from a Learning Support Assistant may supplement but should not replace teaching by the child's teacher.

Lesson observations by senior staff ensure the school continues to develop its inclusive ethos and training needs are identified from these observations. Our whole school provision map identifies the support available within the school at a whole class and individual level.

We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by children and their parents.

### **DEPLOYMENT OF SUPPORT STAFF**

Teachers are responsible for the progress of the children in their class, including where children receive support from Learning Support Assistants (LSAs) or specialist staff and where a child has an EHCP. We advocate a 'teacher-first' approach to special educational provision. Where necessary and when the school has the resource to do so, an LSA may provide the teacher with additional capacity to support children with additional interventions in pairs, small groups and occasionally, individually.

At St James CE Primary School we are passionate about enabling all children to gain independence with their learning. Therefore, except in exceptional circumstances and/or where explicitly stipulated in an EHCP, PEP or any other statutory documentation, we do not operate a model of 'one-to-one' LSA support for children with SEND. This is because our experience, backed up by educational research, is that a one-to-one or 'velcro' support model can (unintentionally) inhibit children from making optimal progress; can result in social isolation from their peers; and prevents children from increasing the independence that they will need in the next phase of education. This does not mean that children are left unsupported. Rather it means that teachers give additional attention to the scaffolds and supports they provide in lessons and consider on a lesson-by-lesson basis whether the support of an additional adult is needed to support each child to learn and progress.

In addition, we liaise with external agencies such as speech therapists to deliver individual programmes of support in school, as recommended by the multi-professionals with whom we work.

## **STAFF TRAINING IN SEND AND SPECIALIST OUTSIDE SUPPORT**

Our staff receive regular training and several members of staff have additional training qualifications in specialist areas.

All or some of our staff have had training in:

- Dyslexia / Specific Learning Difficulties
- ASD (Autism Spectrum Disorder)
- Hearing Impairment Awareness
- Speech and Language support
- Diabetes Training
- Team Teach Training
- Specific Medical Conditions
- Specific Physical Conditions
- Makaton / SCERTs

We aim to ensure that all staff working with children who have SEND possess a working knowledge of the difficulty to help them in supporting access to the curriculum.

Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. We have a good working relationship with many specialists from outside agencies and encourage their involvement both with individual children and in developing our universal, whole-school approaches.

Currently we have regular contact with teams from:

- Attendance Team
- Autism Family Support
- Be Free Young Carers
- CAMHS
- Community Paediatricians
- Educational Psychologists
- Health Visitors
- OCC Integrated Therapies Team (NHS):
  - Speech and Language Therapy
  - Early Years SEN Speech and Language Therapy
  - Physiotherapy
- OCC Special Educational Needs:
  - Communication and Interaction
  - Downs and Complex Needs
  - EYSENIT
  - Physical Disabilities
  - Hearing Impairment Team
- OWL Integrated Therapy (Speech and Language Therapy)

- Oxfordshire Schools Inclusion Team
- SENDIASS
- Specialist Schools (e.g. Fitzwaryn for Specialist School Advice)

## **SECURING EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SEND**

We access specialist support from Oxfordshire County Council. This support is usually based on where a child lives or is registered with the GP. We work hard to establish effective working relationships with a range of professionals in order to secure the equipment and resources children need.

## **EVALUATING THE EFFECTIVENESS OF PROVISIONS MADE FOR SEND PUPILS**

We ensure that resources and interventions to support the children's learning are available within an allocated budget and are detailed on a child's Individual Support Plan. We review the needs of the children within the school and endeavour to put in place provisions in order to be able to cater for these needs. The SENCO and school leaders carry out learning walks which include reviewing how inclusive provision is delivered. Our budget is allocated according to our provision management and is therefore carefully aligned to individual needs and our School Development Plan.

Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs.

We also look at the impact each intervention has had on the progress of each child. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.

Each year we review the needs of the whole cohort to see if there are any changes. Decisions are then made as to whether any additional interventions need to be put in place.

## **INCLUSION OF SEND PUPILS WITHIN SCHOOL LIFE**

We have a whole school approach to inclusion which supports all children to engage in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that children can join in with activities regardless of their needs. Different steps are taken to prevent children with SEND being treated less favourably than other children and some examples of these are:

- Regular HRE lessons celebrating and recognising differences
- Promotion of SEND awareness weeks e.g. National ASD awareness week
- Celebration and recognition of all achievements in assemblies and collective worships
- Effective differentiation in the classroom

- Practical and hands-on learning opportunities
- Enrichment opportunities

As needed, additional staff accompany school trips so that children with SEND can attend. Risk assessments are completed to ensure all reasonable adjustments are provided which will enable individual needs to be catered for on a trip. Registers are taken for all school activities, and we actively monitor the engagement of children across the school.

### **SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT**

Every child has a named professional they can talk to, should the need arise. For the majority of our children, this will be the class teacher. A whole school positive pupil attitude is encouraged through St James CE Primary School. Further positive pupil attitude is promoted through the Vale Academy Trust Character and Citizenship Awards and weekly Headteacher Awards. Classes have regular lessons and discussions encouraging personal, social, and emotional development.

The school has a Home-School Link Worker who will meet with parents and children in the home and subsequently in school, to discuss any serious concerns which we feel need further specialist help.

Anti-bullying and E-Safety lessons are taught each term, as relevant to the children's age. We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. If parents have concerns, in the first instance they can talk with the class teacher.

### **INVOLVEMENT FROM OTHER PROFESSIONALS IN SUPPORTING CHILDREN WITH SEND AND THEIR FAMILIES**

When a child has specific needs, further to their educational needs, we may ask for the support and advice of outside professionals. In these cases, parents and the child will be consulted, and consent sought so that agencies are able to work in supporting the overall development of the young person. Parents are invited to attend meetings with the professionals, where relevant.

We have established relationships with and work collaboratively with external partners to improve the outcomes for all children. These include:

- Educational Psychology and Specialist Teacher Support
- Local Authority SENSS Team (e.g. Communication and Interaction, Downs and Complex Needs, Physical Disabilities)
- Speech and Language Therapy
- Occupational Therapy
- Hearing Support
- Physical and Sensory Support
- Family Support Worker
- Child and Adolescent Mental Health Services (CAMHS)

## **ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND CONCERNING SEND PROVISION**

The SENCO at the school is contactable via this email address: [office@stjamesce.vale-academy.org](mailto:office@stjamesce.vale-academy.org)

In the first instance if a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENCO or another senior leader may become involved and a meeting convened to discuss the nature of the concern and look for a resolution to the issue. If this does not result in a resolution, the school's complaints procedure may be followed.

A copy of the school's complaints procedure can be found on the school website. The complaints procedure outlines the formal steps the school will take in handling each complaint.

Where a resolution between the parent and school cannot be reached, parents will be advised to seek external support through the Parent Working Partnership or the Local Authority Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).

Further information about our SEN provision can be found on the school website and in our SEND / Inclusion policy.

Further information on the Local Authority's Local Offer can be found at: [Special educational needs and disability: The local offer | Oxfordshire County Council](#)