

Special Educational Needs & Disabilities (SEND) Policy 2022 - 2023

Policy Date: Autumn 2022

Review Date: Autumn 2023

Lead Staff: Lauren Ruston

Lead Governors: Joshua Mammola and Kristina Webber

Context

This policy was developed in consultation with parents/ carers, staff and pupils of the school community and pays due regard to:

- The SEND Code of Practice: 0 to 25 years (2015)
- This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations.
- Equality Act 2010

Governors responsible for SEND:

Joshua Mammola and Kristina Webber

Headteacher:

Lindsay Skinner

Special Educational Needs Co-ordinator (SENCO):

Lauren Ruston

SENCo Qualifications:

SENDCo is a member of the Senior Leadership Team
PGCE Secondary Physical Education Southampton University (2012)
BSc Sport and Exercise Science Sheffield Hallam University (2010)

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This policy will be reviewed annually

SEND Policy Review: 2022

SEND Governor reviewed: Autumn 2022

Other key school policies/plans relevant to the SEND policy

Safeguarding and Child Protection
Behaviour and Anti-Bullying
Medication Policy
Data Protection Policy
Accessibility Plan
Pupil Premium Strategy
School Admissions
Schools Complaints procedures
Health and Safety
Relationships and Sex Education
Teacher's Standards 2012
Equality Policy and objectives

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Special Educational Needs and Disability (SEND) Policy

This Policy is in line with our teaching and learning policies and Equality policy and aims to support the successful inclusion of all of our children. The responsibility and managements of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disability Co-ordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

Rationale:

At St James School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential. At St James School we work in collaboration with families and external agencies to ensure all pupils are given full opportunity to reach their potential and achieve success.

Special Educational Needs and Disability (SEND):

- *'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
 - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
 - *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'*

Special Education Needs and Disability Code of Practice: 0-25 years January 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

1. School Admissions

The School Admissions Code of practice requires children and young people with SEN to be treated fairly. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavors to provide effective educational provision.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Plan/Strategy is available on request or from the school website.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

2. SEND Information Report

Schools have a duty to publish SEN information annually so that parents/carers can see what support a school provides for its pupils. This will be accessible on the school's website. Further details on the SEND Information Report can be found in Appendix 1.

3. Aims and Objectives

We aim to ensure that pupils' individual special educational needs and disabilities are identified and that the provision made at St James School will enable these pupils to make good progress and achieve their potential, and are fully included in all aspects of the school's community.

St James School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND, and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

The specific objectives of our SEN policy are as follows:

- To identify students with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents/carers, education, health and care services (if appropriate, and settings prior to the child's entry into the school).
- To ensure the arrangements identified in individual healthcare plans support pupils with medical conditions to gain access to all school activities. This will be achieved through consultation with health and social care professionals.
- To regularly monitor the progress and development of all pupils to aid the early identification and assessment of pupils with SEND.
- To make appropriate provision to overcome all barriers to learning and to ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher. The provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and identified needs are catered for.
- To ensure that well-targeted professional development including training facilitates staff to achieve a high level of SEND expertise to meet a wide range of needs across the school.
- To promote effective partnership and communication with parents/carers, pupils, children's service and all other agencies ensuring that:
 - learners express their views and are fully involved in decisions which affect their education;
 - parents/carers are informed of their child's special needs, and work with them to gain a better understanding of their child, and involve them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress;
 - there is co-operation and productive partnerships with the Local Authority and other external agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners;

-the environment created meets the special educational needs of each child in order that they can achieve their learning potential and can be included in activities alongside their peers/pupils who do not have SEND.

- To have regard to guidance detailed by Devon County Council.
- To recognise the importance of 'preparation for adulthood' right from the start

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, termed reasonable adjustments, under the Equality Act 2010.

4. Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, conduct disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

At St James School, we always seek to address the underlying cause of the presenting behaviour. This means a collaboration where appropriate of family and health colleagues which supports the child's needs.

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as DeafBlind)
- Physical disability (PD).

5. A Graduated Response to Special Educational Needs and/or Disabilities

Early Concerns

The progress made by all pupils is regularly monitored and reviewed by the school. Initially, any concerns raised by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of any strategies or interventions that are used. This can then be used in any later further discussions if the concerns persist.

How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

If a pupil continues to raise concerns the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if the pupil has a special educational need and agree the appropriate support. Details of assessment tools and materials used in St James School can be found in **Appendix 2**.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always be discussed and agreed with the pupil's parents/carers.

When the school is considering whether a pupil has a special educational need one or more of the concerns below may be observed:

- *Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;*

- *Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;*
- *Persistent emotional or behavioural difficulties which are not resolved by appropriate behaviour management strategies;*
- *Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;*
- *Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.*
- *Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;*
- *Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;*
- *Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.*

Where it is determined that a pupil does have Special Educational Needs and/or a Disability (SEND) the parents/carers will be formally advised. The school will take appropriate action to support learning and put effective special educational provision in place. This is termed **SEN support**.

6. Assess, Plan, Do and Review

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. The school will ensure any actions taken support the pupil to make good progress in their learning and achieve positive outcomes. This is known as **the Graduated Approach (See Appendix 3)**:

This is an ongoing cycle to enable the provision to be refined, revised and adjusted to enable greater understanding of the needs of the pupil as they develop. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



Assess

Assessment involves analysing the pupil's needs in their area of need. Evidence from the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and carers are explored. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require a regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. If they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents/carers to agree any adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to the progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes.

The agreed plan will be drawn up and shared with relevant staff and parents/carers. Clear targets and information will be stored on the plan. At St James School we call these Pupil Profiles or Plans.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCo will monitor the progress pupils with SEN, and where required, provide further support and assessment of the pupil's strengths and needs. The SENDCo will advise and support the class teacher to implement further additional support and guidance, where required.

Review

The review of a child's progress will be made regularly throughout the school year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teachers, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress

and development and make any necessary adjustments to move the pupil forward. This will be carried out in consultation with parents/carers and the pupil.

7. Statutory Assessment of Education, Health and Care (EHC) needs

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. An EHC application will combine information from a variety of sources, much of this information will be evidence already collected by the school and will help the Local Authority (LA) determine whether or not the child is eligible for an EHC needs assessment. Parents have the right to appeal against a decision not to initiate a statutory assessment. Information to support parents with this is via the Devon County Council website link:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/support-education-health-and-care/education-health-and-care-ehc-plans>

Where a pupil has an Education Health and Care Plan (EHCP), the LA must review the EHCP every twelve months as a minimum. Schools have a duty to co-operate therefore St James School will hold annual review meetings on the behalf of the Devon LA and complete the appropriate paperwork for this process.

For further SEND information parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send.

As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is:

<https://www.devonias.org.uk/>

8. Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools quality assurance assessment and data calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff when necessary in order to facilitate pupil progress and meet pupil needs.

Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and propria action is taken.

9. Removal from the SEND Register

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND support. At this point, through discussion and agreement with parents/carers the pupil will be removed from St James Schools' SEND register and placed on a monitoring list.

10. Working in partnerships with Pupils and Families

St James School will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept up to date about the Special Educational Needs of their children in accordance with the recommendations outlined in the Code of Practice. Communications between Home and the school will be consistently maintained, this could be via email, phone calls, Class-charts or similar.

Parents/carers will be fully consulted before the involvement of external support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

<https://www.devonias.org.uk/>

11. Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children. At St James the Designated Teacher (DT) with responsibility for Children in Care is Mrs Miles, email: KMM@stjamesexeter.co.uk.

12. Pupil Voice

At St James School we value the importance of pupil views. We will always endeavor to ascertain pupil views for SEND reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

13. External Support Services

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or disabilities. Liaison with external agencies supplements the support and assessment of the needs of individual pupils. Regular liaison is maintained with the following external agencies:

- Children's social care
- School Nurse
- Speech and Language Therapy
- Children and adolescent mental health team (CAMHS)
- Mental health in Schools team
- Occupational Health
- Physiotherapy
- Virtual school for Looked after children
- EWO
- Devon LA Education and Medical Inclusion teams
- Babcock SEN Advisory Teams;
 - Educational Psychology Services
 - Social, Emotional & Mental Health Team
 - Communication & Interaction Team
 - Sensory Impairment Team (Hi/Vi/MSI)
 - Physical Disability and IT Team

14. Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavor to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

SEND support at St James School includes the planning and preparation of Key Stage 2 to Key stage 3 transition working closely with our transition lead. Preparing for adulthood transition work occurs through EHC reviews and Post 16 enhanced Transition with Careers South West.

13. Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.

- Each year we map out provision to show how resources are allocated to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated working in class, support from a teaching assistant (TA) shared in class, in focused intervention groups or for individuals.
- Specialist equipment, books or other resources may help the pupil are purchased as required.

Continued Professional Development (CPD) for Special Needs

St James School understands the need for and value of staff development. Training needs of colleagues are identified through appraisal processes, staff questionnaires, feedback from staff training and from discussions during department meetings. SEND training is embedded in the overall planning for school development. Resources and time are allocated to colleagues which ensures they are up to date with SEND procedures, strategies and knowledge.

The SENCO regularly attends Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

14. SEND Funding

St James' school is provided with resources to support those with additional needs, including pupils with SEND. The Element 1 funding for SEND in mainstream schools is mainly dedicated to the school's budget. It is the expectation that schools provide support for their pupils with SEND from their SEND budget using the Graduated response to SEND support for universal provision.

When a Pupil receives an EHCP, but they require an exceptionally high level of support that incurs a greater expense than that provided for already in the plan. The school can make a request for additional Element 3 funding, there are 3 different levels of funding associated with Element 2. The school will need to be able to demonstrate how it has spent the funding to date and the impact of this, as well as demonstrating why further funding is required and how it would be used.

A full explanation of Devon SEND funding to schools can be found at:

<https://www.devon.gov.uk/supportforschools/finance/additional-educational-needs>

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

15. Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, SENDCo and all members of staff have important responsibilities.

The Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs and Disability.
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND coordinator, or SENDCO.
- inform parents/carers when they are making special educational provision for a child
- prepare and publish an annual SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

The Head Teacher is responsible for:

The day-to-day management of all aspects of the school’s work, including provision for educational needs.

- Keeping the Governing Body informed of all developments with regard to SEND.
- Informing parents of the fact that SEND provision has been made for their child.

The SENDCo role involves:

In collaboration with the headteacher and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND. The SENDCo takes day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs. The SENDCo is part of the senior leadership team.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways for overcoming barriers to learning and sustaining effective teaching. The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the SEND policy.
- coordinating provision for SEND pupils and reporting on progress.
- advising on the graduated approach to provide in SEND support- Assess, Plan, Do, Review.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- monitoring relevant SEND CPD for all staff.
- overseeing the records of all children with special educational needs ensuring they are up to date.
- liaising with parents/carers of children with SEND.
- contributing to the in-service training of staff.
- being a 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/ carers are informed about options and a smooth transition is planned.
- to lead on the development of high-quality send provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, utilising the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCo on planning for learning, on the pupil's response, and on the progress being made so support staff can contribute effectively to the graduated response, (assess, plan, do, review).

16. Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions.

Long and short term Individual Healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way using the TAF process through rights for children.

For those pupils with an Educational, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

St James recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Please see the school's Medication policy for further details.

Accessibility

The Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 and the Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current Accessibility Plan and Disability Policy please contact the SENDCo or see St James School's Accessibility Plan on the school website.

17. Children in Hospital

The SENDCo is responsible for ensuring that pupils with health needs have proper access to education and will liaise with other agencies and professionals*, as well as parents/carers to ensure good communication and effective sharing of information. This will ensure optimum opportunity opportunities for educational progress and achievement.

*E.g. Medical agencies, Hospital schools, Schools Company.

18. Responding to Complaints

The procedures for making a complaint against the school are outlined in the School's Complaints Policy. The policy can be accessed via the school's website or via the school office.

All concerns or enquires about a pupil with special education needs and/or disabilities or the SEND provision should be dealt with by the class teacher, the SENCo or the Headteacher. If a parent/carer does not feel an issue has been resolved effectively please refer to the School's Complaints Policy.

19. General Data Protection Regulation (GDPR) 2018

St James School collects, uses and stores information about its pupils and may receive information about them from their previous school. This information helps us:

- Support teaching and learning
- Follow and report on pupil progress
- Provide the right care and support for its pupils
- Understand how well the school is doing as a whole

The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; special educational needs; and any relevant medical information.

We are required (through GDPR) to take care of all information and we take this responsibility seriously.

We will not give information to anyone outside the school without consent unless the law and our rules permit it. We are required by law to pass some information to the Local Authority (LA), and the Department for Education (DfE).

If you require more information about how the Local Authority store this data, you can visit the following website:

<https://new.devon.gov.uk/keepingdevonsdata/education-and-learning/>

Please also refer to the Data Protection Policy on our school website

Appendix 1 – School SEND Information Report SEN Information Report for St James School

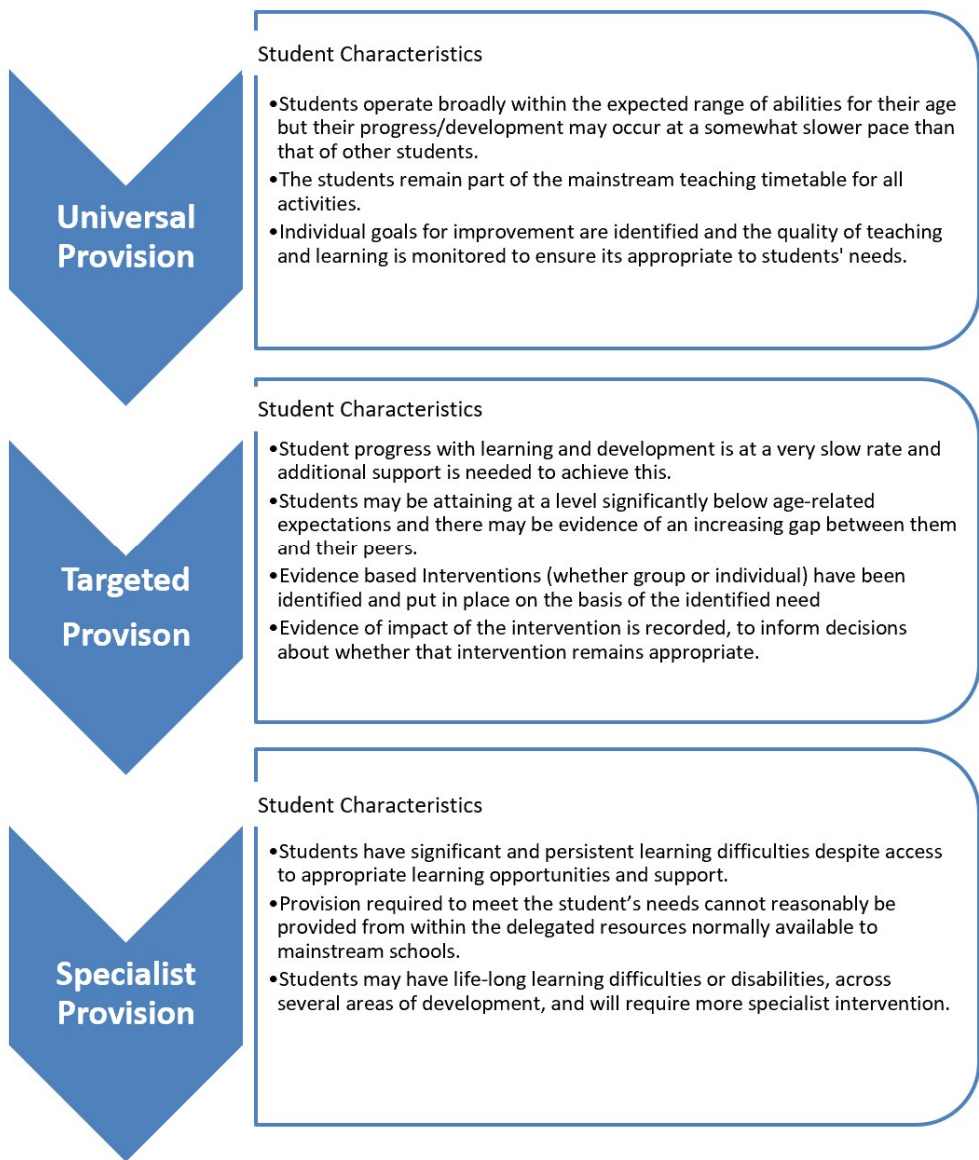
Questions	School Response
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<p>What kinds of special educational needs are provided for at St James School?</p>	<p>St James School is a mainstream, inclusive school for children aged 11-16 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND. Trained and experienced staff are able to support learners who may have difficulties with:</p> <ul style="list-style-type: none"> • Cognition and Learning • Speech, Language and Communication needs • Social, Emotional and Mental Health • Sensory and/or Physical Difficulties • Children on the Autistic Spectrum <p>We make reasonable adjustments to our practices to comply with the Equality Act (2010). Children with SEN, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the SEND of students at this school. For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:</p> <ul style="list-style-type: none"> • it would be unsuitable for the age, ability, aptitude or SEND of the child or young person; or • the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. <p>Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the named school.</p>
<p>What are the policies for identifying children with SEND and assessing their needs?</p>	<p>We have highly trained teachers and teaching assistants who can identify and help support children who are experiencing any difficulties and the SENDCo coordinates this work across the whole school. All children are different so every child is unique with their learning journey. Subject teachers continually track the progress of all students in their classes. They have daily discussions with classroom support staff to ensure every child is meeting their potential as well as monitoring written work and regularly observing children during their learning. Subject teachers and teaching assistants can discuss any concerns they have as and when needed with the SENDCo, and the progress of students with SEND is analysed at least termly.</p> <p>There are many ways that we may identify a SEND. For example:</p>

	<ul style="list-style-type: none"> • The transition team liaises with all primary schools to ensure that information on children transitioning into the school is shared effectively. • Teachers carry out regular assessments, so that they are able to quickly identify any child who is experiencing particular difficulties. • We complete whole school screening to identify learning and cognition needs. • Parents may raise concerns about their child. • Other professionals working with a child outside of the school may raise concerns or highlight a specific need. • Students views are gathered. • The pastoral team review attendance and exclusion data. • The pastoral team review all mental health support given to students not currently on the SEND register.
<p>How does St James School evaluate the effectiveness of the provision for children with SEND?</p>	<p>Subject leaders and the SENDCo measure the effectiveness of provisions made for students as part of their subject monitoring cycle. This will include learning walks, book looks, data analysis and student conferencing.</p> <p>The effectiveness of interventions are measured on a Provision Map which shows the pre-assessment data, expected outcomes, post data and evaluations. Interventions will be monitored by the intervention lead and the SENDCo and, where necessary, appropriate additional training will be provided to staff running interventions.</p> <p>If a child is supported through an ‘Early Help Assessment’, the multi-agency team working with the child will meet every 6 weeks to review progress against outcomes.</p> <p>Students with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed.</p> <p>Details about SEND is reported regularly to the Governing Body and the data presented to governors identifies SEND students as a specific group. We have a Governor who is responsible for SEND, who attends meetings where possible, and advocates for students with SEND to the Governing Body.</p>
<p>What are the arrangements for assessing and reviewing children’s progress towards outcomes?</p>	<p>As school, we track and analyse children’s progress in learning against curriculum content on a termly basis. The subject teachers also continually assesses children and note areas where they are improving and where further support is needed.</p> <p>Student Progress meetings are held each term with the raising standard team. In these meetings, children who are not making at least expected progress are highlighted and a plan is created.</p> <p>Where specific needs are apparent, the school has a range of assessments which can be used to explore a child’s strengths and difficulties in more detail. The Devon Graduated Approach to Inclusion framework is used as an electronic tool to support teachers and school leaders to identify, assess and record and review the needs of children and young people requiring additional or special educational provision. There are three broad stages of</p>

support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework, is to ensure that levels of support at an early stage, which are part of a school's universal offer, are implemented before a student progresses through to targeted or specialist levels of support.

The 3 Levels of SEN Provision within the Graduated Response



How to use this document

For a small percentage of students, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school'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.

<p>What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?</p>	<p>We have a highly ambitious and broad curriculum and we expect our SEND students to be fully involved in all lessons and extra-curricular activities. All students, including those with special educational needs, are taught the school's broad and balanced curriculum which can be found here.</p> <p>We passionately believe that all teachers are the teachers of children with SEND. High Quality Teaching is a non-negotiable for every child in our school. Our highly skilled teachers will use techniques such as scaffolding to ensure that all children are able to meet these high expectations. There is an expectation that teachers will be very aware of the learning needs of all children and will ensure that the learning is coherently sequenced to SEND students' needs, starting points and aspirations. All curriculum areas include retrieval practice and lessons are planned with cognitive overload in mind. Learning links build upon previous lessons and years and these links are made explicit to the children. Lessons are planned with scaffolds and we build in additional time for guided student practice to ensure there is a high success rate. We have minimised the amount of interventions and when they happen. The best teaching takes place in class and we do not want children missing out on any part of the curriculum as this could be a barrier to them achieving an aspiration for the future.</p> <p>What would high quality targeted classroom teaching look like for my child?</p> <ul style="list-style-type: none"> • The teacher has the highest possible expectations for your child and all students in the class • All teaching is built on what your child already knows, can do and can understand • Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson. • Specific strategies (that may be suggested by the SENDCo or professionals) are in place to support your child to learn and these are outlined in their pupil passport or on their EHC plan. • Your child's subject teacher will carefully monitor your child's progress and will decide that your child has a gap/gaps in their knowledge and needs some extra support to make the best possible progress <p>The school recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEND in mainstream schools and any in class support by teaching assistants, adheres to their recommendations on effective deployment of teaching assistants.</p> <p>Students with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with specialist nurses and parents and if appropriate, the student themselves.</p> <p>We are fully committed to ensuring that the school is accessible to all children and will always be happy to discuss individual requirements where necessary. St James School has a number of ways in which it is accessible to all:</p> <ul style="list-style-type: none"> • Designated disabled parking space in the main car park;
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	<ul style="list-style-type: none"> • Accessible toilet facilities by the main reception area and on the ground floor and first floor, one with a hoist; • Two lifts to allow access to all levels and situated at both ends of the building to allow for ease of access; • A fully equipped physiotherapy room; • A wet room showering facility; <p>Two refuge points for use in case of emergency and evacuation chairs for those with physical disabilities;</p> <ul style="list-style-type: none"> • The school grounds and outdoor learning are accessible for all children; • Two minibuses that accommodate a wheelchair. <p>Please see our Accessibility Policy for further details.</p>
<p>What additional support for learning is available to students with special educational needs?</p>	<p>When a child has been identified with special educational needs, the subject teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers’ meetings.</p> <p>The SENDCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.</p> <p>If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy to use scissors.</p>
<p>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</p>	<p>All staff are committed to promoting the involvement of all children in all aspects of the curriculum, including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met for all children. Where applicable parents are consulted and involved in planning for inclusion. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all children. Where needed, additional adults may be deployed to support with trips. We also encourage children with SEND to access our lunchtime and after school clubs and will put in additional adult support if needed.</p>
<p>What support does the school provide for improving emotional and social development?</p>	<p>All our staff know and care about all the children and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence. Our carefully planned induction process ensures that through meetings with feeder pre-school settings and conversations with parents, we can anticipate the medical, social and emotional needs of all children.</p> <p>The school offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class. This is achieved through a comprehensive curriculum for children’s spiritual, moral, social and cultural development.</p> <p>We use a Trauma Informed approach to support children’s emotional needs. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is followed consistently by all staff. We know behaviour can be a form of communication and so for</p>

	<p>children who may have complex social and emotional needs, a Relational Pastoral Support Plan is put in place in agreement with parents and professionals.</p> <p>The school is a very calm environment because of the clear routines and structures in place across the school.</p>
<p>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</p>	<p>We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally. Our regular in-house CPD (Continual professional development) programme offers training around key aspects of SEND.</p> <p>We regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high quality teaching. The school uses its best endeavours to secure the special educational provision called for by any students’ needs. We also provide staff with information about effective strategies to use within their class and adhere to the principle that ‘All teachers are teachers of children with special educational needs’ to ensure that all teachers and staff are equipped to deal with a diverse range of needs.</p> <p>We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. All school staff receive training when required.</p> <p>The SENDCo attends termly SENDCo updates to keep abreast of current legislation and practices. With our Trust, St James School employs a Speech Therapist as well as an Educational Psychologist. We also have a full time mentor and work with the Mental Health Support Team to support individuals and groups of children who struggle with anxiety, managing their emotions and attitudes to learning. We also have our very own trained Therapy Dog (Riley) who helps regulate our students.</p> <p>There may be times when children require additional support from outside agencies to receive more specialised expertise; the agencies used by the Academy are:</p> <ul style="list-style-type: none"> • The Communication and Interaction Team (CIT/CITEY) • NHS Speech and Language Therapists (SaLT) • The Educational Psychology Service • School Nursing Service • Child and Adolescent Mental Health Service (CAMHS) • Educational Welfare Officer • Banardo’s • Social Care • Learning Mentor • Art Therapist • Outdoor Learning Therapist • DIAS Information Advise and Support Service (DIAS)

	<ul style="list-style-type: none"> • Health Visitor • ATAN (Advisory Teacher for Additional Needs) • Youth Intervention Team • YSMART
<p>How do we secure the equipment and facilities needed to support students with SEND?</p>	<p>The SENDCo oversees the SEND budget and commissions services to meet the needs of current and future cohorts. As needs of students and cohorts are identified or change, specific equipment and facilities are bought using the SEND Top up funding as agreed by the SENDCo, for example buying reader pens to support identified students.</p> <p>We act on the advice of Occupational Therapists, providing students who need them with learning aids such as writing slopes, ergonomic pens, wedge cushions or pencil grips. Other students have been enabled through the use of tablets or Dictaphones to record their learning.</p> <p>Our school is wheelchair accessible and we have disabled toilet facilities and a wet-room shower facility. We have an accessibility plan which is reviewed regularly.</p> <p>If appropriate, we would access further support and advice from outside agencies through the TAF process and access additional funding from the Local Authority if a child's needs exceed the funding available in our delegated budget.</p>
<p>How do we consult with the parents of children with SEND and involve them in their child's education?</p>	<p>From the very beginning of any child's educational journey with us, we work hard to engage parents and build positive home-school relationships. We know that parents know their children best and it is important that we, as professionals, listen to and understand when parents express concerns about their child's development. Daily opportunities for contact are provided via email and the phone line. If a longer conversation is felt necessary, then a time can be made with teachers or a member of the SEND team. Arrangements can be made to speak in more detail to the class teacher or SENDCo at any time by appointment or by emailing SEND@stjamesexeter.co.uk.</p> <p>Our universal offer also includes the progress of all children being reported to parents three times per year. Additional reports also include information about any intervention support a child is receiving.</p> <p>Parents of children with special educational needs are at the heart of the decision making process with regards to the provision for that child. Provisions are reviewed regularly with the parents.</p> <p>Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet the SENDCo to review progress. The views of the child and the parents/carers will form a key part of these discussions.</p> <p>We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals are, when they will take place and how well they are doing.</p>

<p>How do we consult with children with SEND and involve them in their education?</p>	<p>We use a child-centred approach where the views of the child are sought in ways appropriate to their age. Teachers, teaching assistants and school leaders are always available to listen to children’s opinions, questions and points of view. The SENDco spends time with individuals to gain their thoughts as part of the annual review and the TAM processes.</p> <p>Children with an EHC plan are helped to complete the ‘about me’ page that explains how they feel the adults working with them can best support them. Personalised targets are set, agreed and reviewed with children and their parents/carers.</p>
<p>What are the school’s arrangements for handling complaints from parents of children with SEN about provision?</p>	<p>If a parent of a child with special educational needs has a concern regarding their child’s provision, they would be encouraged in the first instance to speak to the subject teacher. The subject teacher can then involve the SENDCo where necessary. A parent is also free to contact the SENDCo directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication.</p> <p>Miss Ruston the Special Educational Needs Coordinator (SENDCo). If you have any concerns regarding your child’s learning, she can be contacted directly via the school SEND email address, SEND@stjamesexeter.co.uk. If you would like to make a complaint, then please follow the school’s complaints policy.</p>
<p>How do we involve outside agencies in meeting children’s SEND and supporting their families?</p>	<p>We have established relationships with outside agencies including the Educational Psychology Services and health and speech and language specialists. We draw on their professional knowledge to support individual children as well as to provide staff training. Outside agencies contribute to staff’s professional development by delivering training on specific programmes of intervention, for example Precision Teaching, or strategies for supporting children with identified difficulties.</p> <p>Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary. In these cases, parents/carers will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.</p>
<p>How will children be supported when moving to a new class or when joining or leaving the school?</p>	<p>A number of strategies are in place to enable effective student’s transition. These include:</p> <p>On entry:-</p> <ul style="list-style-type: none"> • A planned programme of visits. Additional visits are arranged if needed. • Parent/carers are usually invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine • The SEND team meets with all new parents of students 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 students are transferring from another school, the previous school records will be requested immediately. • Enhanced transition meetings may take place if the child has additional support through an EHC plan.

	<ul style="list-style-type: none"> • A summer school provision is in place for students to explore the school outside of term time, prior to enrolment. <p>Transition to the next key stage</p> <ul style="list-style-type: none"> • Students will be supported in their options process to ensure that they select subjects where they can be most successful and enjoy their studies. All subjects are available to all students. • Bespoke transition plans will be put into place if required. This may be additional resources or intervention to ensure a student can access the curriculum. <p>Transition to post-16 provision</p> <ul style="list-style-type: none"> • Transition days are generally arranged for students with SEND depending on need. • The annual review in Y10 for students with an Education, Health and Care plan begins the process where parents are supported in making decisions regarding post-16 choice. • Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies where appropriate, to ensure information received is informative, with questions being answered. • Accompanied visits to other providers may be arranged as appropriate.
<p>Where can I find out more information regarding on the services available for children with special educational needs or disabilities?</p>	<p>The Devon Local Offer contains a directory of services available. The link below will take you to the POD and provides information on how the Local Authority expects schools to meet the needs of children with SEND and their families; this is called 'The Local Offer' and can be found by visiting this website: https://www.devon.gov.uk/education-and-families/send-local-offer/</p> <p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice; - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</p>
<p>Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?</p>	<p>The subject teacher is responsible for:</p> <ul style="list-style-type: none"> • checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENDCo know as necessary; • providing personalised high-quality teaching of your child; and • ensuring that the School's Information report and policy is followed in their classroom for all students with SEND. <p>The SENDCo is responsible for:</p> <ul style="list-style-type: none"> • developing and reviewing the Schools SEND Information Report and Policy; • co-ordinating all of the support for students with SEND; • ensuring that you are: <ul style="list-style-type: none"> ○ Involved in supporting your child's learning ○ Kept informed about the support your child is receiving ○ Involved in reviewing how your child is doing

	<ul style="list-style-type: none">• liaising with all other professionals who may be coming in to school to support your child;• updating the schools SEN Register and making sure that the records of your child's progress are kept up to date;• providing or sourcing specialist support for staff in the school, so they can help children with SEND in the school to achieve the best possible progress;• writing pupil passports that outline areas of need and scaffolding approaches, along with targets based on the smaller steps of progress needed for success and provisions; and• sharing and reviewing pupil passports with parents at least once a term. <p>The Headteacher is responsible for:</p> <ul style="list-style-type: none">• managing of all day to day aspects of the school, including the support for students with SEND; and• ensuring that the governing body are kept up to date about issues relating to SEND. <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none">• Making sure the necessary support is given for any child with SEND who attends the school.
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Appendix 2

Details of assessment tools and materials used in St James School. These may include the following:

- SATs and Optional SATs results
- Teacher feedback
- Parental feedback
- Student Feedback
- Reading tests such as the National Group Reading Test, Access Reading Test, Single Word Reading Test, and Diagnostic Reading Analysis
- Spelling tests
- School academic progress reports
- SEND Quickchecker
- Lexia screening and test results
- High frequency word checklists
- Results of standardised and diagnostic tools
- Records of work
- Behaviour reports
- Observations made by teachers, teaching assistants and other members of staff
- Social skills assessments and screenings such as Boxall Assessment and Strengths and Difficulties Questionnaires.
- Observations made by external professionals such as Educational Psychology, Communications and Interactions Team, Occupational Therapy and similar

Appendix 3 The Graduated Approach

