

SEND Report 2018-19

**1. What types of Special Educational Need does St James provide for?**

St James is a mainstream setting with a fully inclusive SEND policy. As such St James will:

- Be able to distinguish between students who need some support within the classroom, and within the differentiated curriculum, and students with Special Educational Needs (SEN).
- Identify barriers to learning using their knowledge and understanding of the following primary areas of need:
  - Communication and Interaction
  - Cognition and Learning
  - Social Emotional and Mental Health Difficulties
  - Sensory and/or Physical Needs
  - Medical
- These may be further categorised under the following:

SPLD	Specific Learning Difficulty (this may include Dyslexia, Dyspraxia, Dyscalculia)
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty
PMLD	Profound and Multiple Learning Difficulty
ESMH	Emotional Social and Mental Health Difficulties
SLCN	Speech Language and Communication
ASD/C	Autistic Spectrum Disorder/Condition
VI	Visual Impairment
HI	Hearing Impairment
MSI	Multi-Sensory Impairment
PD	Physical Disability
OTH	Other Difficulty/Disability

In consultation with parents/carers, the SENCo will decide whether SEN support is required and carry out further assessments to identify barriers to learning and the nature of their child's difficulties.

**2. St James School Policies for the identification and assessment of students with Special Educational Needs.**

St James employs a SENCo, Tamar Busby. Lisa Delve is the Deputy SENCo. St James also employs a team of Teaching Assistants, including an Assistant SENCo, Yana Meredith, to assist in the identification of needs and strategies for supporting students identified with SEN. The school regularly consults with an Educational Psychologist and with other agencies to assist with this process. Provision for students with SEN and the role of the SENCo is overseen by the SEN Governor, Belynda Jenkinson

Through this provision, St James School will:

- Monitor the progress of all students: Formal academic levels and the use of additional assessments are used to identify specific difficulties; including reading, language and speech difficulties. Informal monitoring and assessment of students' progress and wellbeing is ongoing with all staff, who report to the SENCo and parents/carers.

St James School will:

- Listen to the student.
- Listen to parents/carers' concerns through informal discussion, parents evenings, emails, telephone conversations and specifically arranged meetings.
- Be able to distinguish between students who may need some support within the classroom and within the differentiated curriculum, and students with SEN. St James School has a flexible, broad and balanced curriculum to ensure that all students are able to access a personalised approach appropriate to the age and ability.
- Identify barriers to learning using their knowledge and understanding of the four primary areas of need as outlined above.
- In consultation with parents/carers, decide whether SEN support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

In addition, St James School will:

Pay regard to advice and information from parents/carers and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches.

Provide teaching and support staff with comprehensive guidance in relation to identification processes, including CPD and regular meetings with the SENCo.

Have clear processes for all staff and parents/carers to raise concerns regarding student progress and learning.

Use a range of appropriate screening and assessment tools to identify needs; including reading and spelling assessments, Progress Tests, EP assessments and specific literacy difficulties screeners.

Gather information of student needs through observations and formal and informal meetings with teachers, parents/carers and SENCo.

When appropriate, seek advice from advisory services and outside agencies such as the Educational Psychology Service, Babcock LDP SEN/Inclusion Support Services, Speech and Language Support, Communications and Interactions Team, CAMHS, Occupational Therapy etc to gain a better idea of a student's needs; with support from the LA 0-25 Team where necessary.

Inform parents/carers when we are making SEN provision for their child and have processes in place for parents/carers to provide feedback on provision at Parents Evenings and ongoing throughout the year.

Identify the nature of each students' SEN needs; sometimes a child or young person can have needs in more than one area which requires an individualised approach. Each student with SEN will have a My Plan which outlines needs, desired outcomes, and support.

Regularly reviewing the SEND register and other processes used for identifying and making needs known.

3. St James School policies for making provision for students with SEN, whether or not they have an Education Health Care Plan (EHCP).

St James School will:

Review and update the SEN Policy annually.

- Review staff expertise through observations and staff feedback, linking to appraisal/performance management systems.
- Evaluate the quality of provision through rigorous analysis of student progress including work analysis and student observations.
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEND students.
- Review attendance and exclusion data for students with SEN.

Arrangements for assessing and reviewing the progress of students with SEN

St James School will:

- Ensure that we have procedures in place for consulting with and working in partnership with parents/carers and students.
- Track and monitor student progress on a regular basis and communicate this information effectively to parents.
- Establish and review 'additional to' and 'different from' provision in relation to current need.
- Identify aspirational key outcomes for individual students and develop clear steps to achieve these.
- Ensure robust use of school data in order to identify, monitor and respond to progress of students with SEND.
- Ensure reliability of data gathered through triangulation of evidence, including work analysis, discussion, observations, and learning walks.
- Have clear monitoring in place to close the gap for vulnerable students.
- Ensure that every teacher is responsible for student progress in his/her classes and that this information feeds into the wider school processes that monitor student progress effectively.
- Ensure that appropriate rates of progress are made in line with national expectations and all staff are clear about what is expected and adjust practice accordingly.
- Hold regular parent meetings 3 times a year.
- Regularly evaluate progress towards personalised targets with the student.

The school's approach to teaching students with special educational needs

St James School will:

- Ensure all students access high quality teaching which takes into account students' differing needs
- Ensure a bespoke, tailored and personal approach for students with complex needs
- Use our best endeavours to secure the special educational provision required for the student needs
- Make appropriate use of resources in the delegated budget to support children and young people with additional needs
- Identify early a student's lack of adequate progress and review individual needs
- Recognise that some children and young people may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum
- Differentiate lessons to match the student's level of learning as part of the school's universal provision

- Have a consistent graduated approach to meeting student need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence based
- Refer to the Devon SEN provision matrices document for support to tailor provision and to provide an individualised support programme for students with more complex needs
- When and where needed, seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning.

#### How the school adapts the curriculum and learning environment for students with special educational needs

St James School will:

- Ensure all students access high quality teaching which takes account of students' differing needs
- Ensure a bespoke, tailored and personalised approach for students with complex needs
- Use our best endeavours to secure the special educational provision called for by the child or young person's needs
- Make appropriate use of the resources in the delegated budget to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs
- Differentiate lessons to match the student's level of learning
- Use knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon SEN provision matrices document for support to tailor provision to provide an individualised support programme for students with more complex needs
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

#### Additional support for learning that is available to students with special educational needs

St James School will:

- Ensure all students access high quality teaching which takes account of students' differing needs
- Ensure a bespoke, tailored and personalised approach for students with complex needs
- Use our best endeavours to secure the special educational provision called for by the child or young person's needs
- Make appropriate use of the resources in the delegated budget to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs
- Differentiate lessons to match the student's level of learning
- Use knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon SEN provision matrices document for support to tailor provision to provide an individualised support programme for students with more complex needs
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

#### How the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and disabilities

St James School will:

- Carry out its duties under the Equality Act 2010

- Promote positive outcomes in the wider areas of personal and social development and ensure the approaches used are based on the best possible evidence and are having the required impact
- Promote the health and wellbeing of each student by supporting them to access extra-curricular activities
- Monitor SEND students' engagement with extra-curricular activities
- Review Equality Information and Objectives (Accessibility Plans) regularly
- Ensure that students and young people with SEN engage in the activities of the school alongside students who do not have SEN

Support that is available for improving the emotional, mental and social development of students with special educational needs

St James School will:

- Liaise with the School Nurse Service and other agencies to provide whole school class teaching and 1:1 sessions as necessary
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEN students
- Review attendance and exclusion data for SEN students
- Provide a safe environment for students and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Be aware that children and young people may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs
- Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs
- Assess students displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Have in place clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students
- Regularly review SEND, Behaviour and Bullying Policies
- Establish processes to facilitate feedback from all students, including students with SEND such as Student Voice
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, social and mental health development
- Have regard to the Early Help Pathway and where appropriate use this to access further advice and support

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

The school's Special Educational Needs Co-ordinator is Miss Tamar Busby. She can be contacted at [TMB@stjamesexeter.co.uk](mailto:TMB@stjamesexeter.co.uk) or on the school telephone number of 01392 209922. In the event of her absence, please contact her Deputy, Miss Lisa Delve [imd@stjamesexeter.co.uk](mailto:imd@stjamesexeter.co.uk) or PA Mrs Alison Taylor [AJT@stjamesexeter.co.uk](mailto:AJT@stjamesexeter.co.uk) on 01392 209922 who will inform another member of staff as appropriate

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

St James School will:

- Regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEN and strategies to support inclusive and high quality teaching
- Use its best endeavours to secure the special educational provision called for by any students' needs
- Provide staff with information about effective strategies to use within their class
- 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
- Acknowledge the key role of the SENDCo in providing professional guidance to colleagues and contributing to the professional development of all staff
- Ensure the SENDCo is on the Leadership Team
- Ensure the SENDCo has completed the National Qualification for SENCo
- Ensure all staff have had training to develop knowledge of the four areas of need
- Have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and student progress through work scrutiny and student observations
- Understand the processes that govern access to external support services and agencies and access the training and support they can offer staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured**

St James School will:

- Make appropriate use of resources in the delegated budget to support students with additional needs
- Use its best endeavours to make sure that a student with SEN gets the support they need
- Carry out its duty to make reasonable adjustments under the Equality Act 2010
- Pay regard to the criteria and understand the process for accessing the additional funding that the Local Authority holds in its High Needs Block to provide additional support for students with an exceptional level of need
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Remain up-to-date with all statutory moving and handing training where required

**7. The arrangements for consulting parents of children with special educational needs about the education of their child and involving such parents in the education of their child**

St James School knows that parents know their children best and it is important that we, as professionals listen and understand when parents express concerns about their child's development. St James School will also listen to and address any concerns raised by children and young people themselves.

St James School provides an annual report for parents on each child's progress. St James School also holds Parents Evenings and an Awards Evening throughout the year. Interim and Annual Reviews are also held at least annually. In addition to this, the school has an 'Open Door' policy and parents can discuss informally about their child's progress but are encouraged to make a formal appointment with the teacher or SENCO should they wish to discuss concerns they have.

St James School will:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability and are available at Parents Evening and on the school website.
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform parents when they are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress ( at least three times a year)
- Establish processes to facilitate feedback from all students, including students with SEN, e.g. Student Voice
- Use the Devon Assessment Framework (DAF) process or Rights for Children process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision
- Encourage the participation of the parent/carer

#### 8. The arrangements for consulting young people with special educational needs about their education and involving them in their education

It is important that all professionals listen, understand and address any concerns raised by children and young people themselves.

St James School provides an annual report for parents on their child's progress.

St James School will:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability on their website or at school via the SENCO
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- Ensure pupils are aware of the planned support and interventions
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out Annual Reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes

- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, via Pupil Voice
- Use the Devon Assessment Framework (DAF) process or Rights for Children process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision
- Encourage the active participation of the student

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

In the first instance, parents should talk to the SENCo or the Headteacher. Further details of how to make a complaint are outlined in SEN Policy and the Complaints Policy.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

St James School will:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a student's needs
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Pay regard to the criteria and understand the processes for accessing additional funding and support through the DAF (Devon Assessment Framework)/Rights for Children processes, including those services provided by Health and Social Care

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Useful links are provided on the school website for parents. Should parents have concerns about their child, they should, in the first instance talk to the tutor. The SENCO is also available to discuss concerns with parents and / or teachers. The Local Authority Local Offer and the School Website are provided at the end of this document.

12. St James School's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

St James School will:

- Ensure the SENCO works with the parents and the feeder/next school SENCO
- Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches
- Make arrangements for providing children with SEN or disabilities, and their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Develop an appropriate person-centred planning approach to all transitions between schools or key stages; the pupil and family should be at the heart of the planning process. The DAF process will support the transition process
- Begin transition planning as early as required. This may include additional visits, photos, activities with a visiting teacher pre-transition
- Establish clear links with the receiving or feeder school or setting.
- Monitor the on-going transition process, building on previous assessments and reviews
- Carry out annual reviews through an appropriate person-centred planning processes
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes

- Ensure that planning and provision takes into account the pupil's next phase of education or transition into adulthood and takes steps to prepare the pupil accordingly

### 13. Local Authority SEND offer

Information is available on the school website [www.stjamesexeter.co.uk](http://www.stjamesexeter.co.uk)  
or you can link directly to: [www.devon.gov.uk/send](http://www.devon.gov.uk/send)