

<b><i>Parent/carer questions</i></b>	<b><i>Key information</i></b>	<b><i>Links to SEND Code of Practice (2015)</i></b>
<b>School Policy and procedure</b>		
<b>What kinds of SEND do pupils in the school have?</b>	<p>St James is a mainstream setting with a fully inclusive SEND policy. As such St James will:</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Identify barriers to learning using their knowledge and understanding of the following primary areas of need: <ul style="list-style-type: none"> <li>○ Communication and Interaction</li> <li>○ Cognition and Learning</li> <li>○ Social Emotional and Mental Health Difficulties</li> <li>○ Sensory and/or Physical Needs</li> <li>○ Medical</li> </ul> </li> </ul> <p>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.</p>	<b>The kinds of special educational needs for which provision is made at school</b>
<b>How do you know if a pupil needs extra help?</b>	<p>All pupils' attainment and achievements are monitored by their teachers, who are 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. Adequate progress could:</p> <ul style="list-style-type: none"> <li>• Be similar to that of peers;</li> <li>• Match or better the pupils' previous rate of progress;</li> <li>• Close the attainment gap between the pupil and their peers;</li> <li>• Prevent the attainment gap growing wider.</li> </ul>	<b>Information about the school's policies for identification and assessment of pupils with special educational needs</b>

Where pupils continue to make inadequate progress despite support and high quality teaching, the teachers will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. Alternatively, a parent or carer might raise a concern that their child has additional needs that need to be addressed.

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 involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly to their 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 successfully addressed 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 support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;

	<ul style="list-style-type: none"> <li>• Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.</li> </ul>	
<b>Day to day support</b>		
<b>How do teachers help pupils with SEND? How will the school support my child?</b>	<p>St James School offers:</p> <p><b>Support at a Universal level</b> - excellent targeted classroom teaching (Quality First Teaching). This means that the teacher:</p> <ul style="list-style-type: none"> <li>• has the highest possible expectations for your child and all pupils in their class</li> <li>• that all teaching is built on what your child already knows, can do and can understand</li> <li>• that different ways of teaching are in place, so that your child is fully involved in learning in class.</li> </ul> <p><b>Support at School Support level</b> which could be specific group work - intervention which may be run in the classroom or a group room and which could be run by a teacher or a teaching assistant (TA). These may be informed by outside agencies, e.g. Speech and Language therapy, Educational Psychology, or Devon Local Authority services such as the Communications and Interactions Team.</p> <p><b>Specified Individual Support</b> - this type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The EHC Plan will outline the type of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child.</p>	<b>The school's approach to teaching pupils with SEND</b>

	<p>Additional adult support may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	
<p><b>How will the curriculum be matched to my child's needs?</b></p> <p><b>Is there any additional support available to help children with SEND?</b></p>	<p>St James School uses a 'graduated response' to identifying need and matching those needs to appropriate provision.</p> <p>We will draw on teacher assessment, previous progress and attainment, as well as other information such as that given by the pupil themselves, their parents or other professionals who may be involved.</p> <p>This assessment will be reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and impact of interventions are tracked.</p> <p>If it is agreed that it is required then parents/carers, with their child where this is appropriate, will meet with the school to decide on the interventions and support to be put in place as well as the expected impact on progress and development. The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed.</p> <p>Support and intervention provided will be selected to meet the outcomes identified for the pupil and will be provided by staff with appropriate skills and knowledge.</p> <p>The class teachers remain responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.</p> <p>The SENDCo will support the class teachers and teaching assistants in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.</p> <p>This review will feedback into the analysis of the pupil's needs, then the class teachers, working with the SENDCo, will revise the support in light of</p>	<p><b>How adaptations are made to the curriculum and learning environment</b></p>

the pupil's progress and development, with decisions on any changes made in consultation with the parent/carers.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

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 may consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

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

The school receives a budget from the Local Authority to support its work with students with SEND needs. This budget is allocated through discussions involving the Headteacher, the governors and the SENCo and it supports teaching of classes of students with SEND, TA support, small group and individual interventions, SEND resources and specialist equipment, and the involvement of some external agencies.

Resources are allocated on the basis of students' needs and through careful monitoring and tracking of student progress.

Where students are receiving SEND support, parents will be informed and will be part of the planning and review process, along with teachers and any other staff or agencies involved.

Where students are not receiving SEND support parents and the students themselves are invited to share any concerns so that we can consider whether there are needs that are not being met, through the process outlined above.

The School applies the Special Educational Needs and Disabilities Act 2001 (SENDA), which puts institutional responsibilities on schools and Local Authorities. The key duties are reinforced in the Equalities Act 2010. They are: to prevent discrimination and to promote disability equality and equality of opportunity and to make reasonable adjustments, including the provision of auxiliary aids and services for disabled students, to prevent them being put at a substantial disadvantage. These duties cover admissions, education and exclusions.

The School provides facilities to give access and full inclusion to physically disabled students. We aim to cater for a wide range of SEND. SEND staff are also advised by the Physiotherapy and Occupational Therapy Service. The School is accessible to students with physical disabilities. There are several lifts between floors. The corridors and doorways are wide to allow wheelchair access. There are disabled toilets available in each block and an is evacuation chair situated at a strategic point on the first floor. There are designated First Aiders on site. We ensure that equipment is accessible to all students, regardless of their needs, and aim to purchase additional specialist equipment wherever funding is available.

Additional information about the SEND Local Offer can be found on the Devon website: <https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer> which outlines the support services within education, health and social care available to children and young people with SEND.

We also encourage parents and carers to access free, impartial and confidential advice on SEND issues through the Devon Independent Advice and Support for SEND which can be found at: <https://www.devonias.org.uk>

	or they can be contacted by telephone: 01392 383080 or by email@devonias@devon.gov.uk	
<b>How will the school know how well my child is doing?</b>	<p>St James sets aspirational targets for all its students based on their prior attainment and nationally set benchmarks that would represent good progress. As a minimum, and their parents/carers receive a termly report based on their work each term and staff track and monitor this data. All pupils are also offered at least one Parents Evening a year, in order to discuss progress.</p> <p>Where there are SEND concerns identified we are likely to follow the Graduated Response outlined above. As soon as we are considering additional SEND support we ensure that students and parents are aware so that everyone's views can form part of the plan, do and review cycle.</p>	<b>Arrangements for assessing and reviewing pupil's progress towards outcomes</b>
<b>How will I know my child is making progress? How do you check on this?</b>	<p>We monitor the success of our provision through our reporting and monitoring systems. We also review the success of provision through feedback from parents and students. We often complete 'before and after' questionnaires and log data and feedback that records progress made. Pupils who have a MyPlan and those who have an EHCP will have regular review meetings that involve parents/carers to check progress against the agreed targets.</p>	<b>How the effectiveness of provision is evaluated</b>
<b>How will my child be included in activities outside the classroom, including school trips?</b>	<p>There are a wide range of extra-curricular activities and school trips available both during and outside of the school day. A list of school clubs and activities is available on the school website.</p> <p>It is our aim to include every student who wants to participate. We plan to include all students in our trips and activities and where there may be more complex needs to consider, we would meet with parents and carers (and other professionals if appropriate) at an early stage in order to ensure that every reasonable adjustment is being made to allow participation. All our students are encouraged to contribute to all aspects of school life such as representing the school at external events, in school productions, as part of Student Voice and as Prefects.</p>	<b>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</b>

**How will you support my child's overall well-being?**

At St James we believe that mental health and wellbeing is important. We are part of the Early Help for Mental Health initiative and we offer pastoral and mentoring support. We have a team of staff who support students' mental health, safeguarding, inclusion, attendance and medical needs. We liaise with outside agencies within health and social care and we are able to facilitate access to Early Help services.

Where pupils need additional medical support we will draw up a healthcare plan with parents, the student, and healthcare professionals where appropriate. All staff are given training in meeting the most common medical needs and additional training is offered where it is necessary. Healthcare plans are regularly reviewed. Additional information can be found in our Medication Policy on the school website.

**Support for improving emotional and social development**