

# **SEND Information Report**

## **2025 - 2026**

Date of review – September 2025

Next review due – September 2026



## Our Values



### Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

### Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

### Collaboration

- build **trust**
- build strong **relationships**
- be **stronger together**

## How will we succeed?



## Statement of Intent

At St James School, we believe all children deserve the very best possible education and we aim to enrich the lives of all our students. We empower our students to use their education to be kind and community minded and to lead happy and healthy lives.

St James is dedicated to providing the best education for all, and the brightest future. We are a community with an ambitious curriculum, focused and thoughtful classrooms and great learning. We provide an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, alongside strategic staffing, recruitment, and a CPD and coaching plan that ensures that all teachers and staff members can continually develop.

All students with Special Educational Needs and Disabilities (SEND) are welcome at St James School. Full support will be provided to each child who has SEND requirements with well thought out strategies to overcome any barriers to achievement. St James School is a fully inclusive school, providing a knowledge-rich and caring education so all students can achieve their potential.

Families and students are fully involved and the progress of children with SEND is monitored towards meeting specifically identified goals and targets.

Members of the Inclusion Team are on hand to offer advice, give recommendations and answer any questions that families may have regarding the Special Educational Needs or wellbeing of their child and they can be contacted via email and by telephone as well as booked for in person meetings.

St James School uses specialist strategies, which include a strong commitment towards training and developing all teachers and Teaching Assistants in their understanding of SEND to ensure that everyone is a 'teacher of SEND'.

Excellent care, guidance and support contributes significantly to students' personal development to make them all feel safe and secure and make the best possible academic and personal progress.

Our school will:

- have a designated SENDCo who is part of the Senior Leadership team and who has completed the National Award for SEND Coordination;
- have an Assistant SENDCo;
- have a named Governor for SEND;
- have a SEND Information Report and SEND policy. These will be available on the website and reviewed yearly by senior leaders and Governors;
- contribute to SEND peer reviews;
- ensure students with SEND have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life; and
- ensure every aspect of the school's KPI's have a reporting mechanism for SEND.

In addition, we will use the following guiding principles as part of our work in supporting children with SEND:

- First, all staff are aware of the students with SEND they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations. Staff use this knowledge in their lesson preparation to ensure students with SEND are effectively supported in their learning.
- We focus relentlessly on developing students as individuals: their talents, their academic endeavours and we acknowledge and address the unique barriers they face.

- At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every student with SEND is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- We develop SEND students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we provide essential equipment where necessary for our SEND students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.
- We have the highest standards for all our students, regardless of SEND, disadvantage or context and believe that if we let them off, we let them down. Therefore, we work to support students and provide the intervention and scaffolding needed in order for them to access our full curriculum and homework offer.

## Contact Details

Special Educational Needs Coordinator (SENDCO)	Michelle Fox <a href="mailto:SEND@stjamesexeter.co.uk">SEND@stjamesexeter.co.uk</a> 01392 209922
Staff member with overall responsibility for students with Medical Needs	Danika Bond <a href="mailto:DLB@stjamesexeter.co.uk">DLB@stjamesexeter.co.uk</a> 01392 209922
SEN Governor	Emma Brennan
Where is the Local Authority's Local Offer published?	<a href="https://www.devon.gov.uk/education-and-families/send-local-offer/">https://www.devon.gov.uk/education-and-families/send-local-offer/</a>
Contact details for support services for parents of students with Special Educational Needs.	Devon Information Advice and Support for SEND (PIAS) <a href="https://devonias.org.uk/">https://devonias.org.uk/</a> 01392 383080 <a href="mailto:devonias@devon.gov.uk">devonias@devon.gov.uk</a>

Questions	School Response
<p><b>What kinds of special educational needs are provided for at St James School?</b></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"> <li>• Cognition and Learning</li> <li>• Communication and Interaction</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical needs</li> </ul> <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"> <li>• it would be unsuitable for the age, ability, aptitude or SEND of the child or young person; or</li> <li>• the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.</li> </ul> <p>Before making the decision to name our school in a child's EHCP, the local authority will send us a copy of the EHCP and consider our comments before a final decision on placement is made.</p>
<p><b>What are the policies for identifying children with SEND and assessing their needs?</b></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 SEND. For example:</p> <ul style="list-style-type: none"> <li>• The transition team liaising with all primary schools to ensure that information on children transitioning into the school is shared effectively.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers carry out at least termly assessments, so that they are able to quickly identify any child who is experiencing particular difficulties. Progress is also reviewed over time by the SEND team.</li> <li>We complete whole-school screening to identify learning and cognition, speech and language and literacy needs.</li> <li>Families may raise concerns about their child.</li> <li>Other professionals working with a child outside of the school may raise concerns or highlight a specific need.</li> <li>Students views are gathered.</li> <li>The pastoral team review attendance and exclusion data.</li> <li>The pastoral team review all mental health support given to students not currently on the SEND register.</li> </ul>
<b>How does St James School evaluate the effectiveness of the provision for children with SEND?</b>	<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 through pre-assessment data, expected outcomes, post data and evaluations. Interventions will be monitored by the intervention lead and the SENDCo/Assistant SENDCo and, where necessary, appropriate additional training will be provided to staff running interventions.</p> <p>Students with SEND support (K), receive a Pupil Passport review yearly where their progress is evaluated and any additional support or adjustments agreed. Some students will be reviewed more frequently if there is any cause for concern.</p> <p>If a child is supported through an 'Early Help Assessment', the multi-agency team working with the child will meet every six 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>
<b>What are the arrangements for assessing and reviewing children's progress towards outcomes?</b>	<p>As school, we track and analyse children's progress in learning against curriculum content on a termly basis. The subject teachers also continually assess 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</p>

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 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.

Our communication intent is outlined below:



	<p>At St James School, we are committed to regular, meaningful communication with families of students on the SEND register through a range of touchpoints, including annual reviews, summer term meetings, progress evenings, and ongoing contact. These interactions should ensure that support is personalised, progress is shared, and no child's needs are overlooked.</p> <h2>1) ANNUAL REVIEWS</h2> <p><b>Students with an EHCP</b>  Once per academic year for all students with an EHCP  Statutory review involving families, professionals, and the student.  <b>Why?</b> Focus on long-term outcomes, provision, and strategies. Opportunity to formally update or amend the EHCP.</p> <p><b>Students with a K support plan</b>  Once per year for students with a K Support plan  Personal review with student to prioritise student voice  Follow-up email to parents with updated K Plan and offer of further communication from team  <b>Why?</b> Ensures targets and support are updated collaboratively</p> <h2>2) SUMMER TERM MEETING</h2> <p>All families of children on the SEND register invited  Option of online or phone meeting  <b>Why?</b> Time to discuss broader support and reflect on the year</p> <h2>3) PROGRESS EVENINGS</h2> <p>Scheduled school-wide parent-teacher evenings.  <b>Why?</b> Formal opportunity to discuss progress with subject teachers and tutor.</p> <h2>4) AD HOC CONTACT</h2> <p>Includes phone calls, emails, in-person meetings, and outreach.  Often involves external professionals and multi-agency collaboration.  <b>Why?</b> Responsive communication tailored to individual student needs.</p>
<p><b>What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?</b></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 <a href="#">here</a>.</p> <p>We believe that all teachers are the teachers of children with SEND. Our skilled teachers will use techniques such as scaffolding to ensure that all children are able to meet our high expectations. There is an expectation that teachers will be 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</p>



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 to ensure that specific needs are identified and addresses so that students can make rapid progress. The best teaching takes place in class and we do not want students missing out on any part of the curriculum as this could be a barrier to them achieving an aspiration for the future.

What would high quality targeted classroom teaching look like for my child?

- 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 EHCP.
- 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

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.

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.

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:

- Designated disabled parking space in the main car park;
- 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;
- Two refuge points for use in case of emergency and evacuation chairs for those with physical disabilities;
- The school grounds and outdoor learning are accessible for all children;
- Two minibuses that accommodate a wheelchair.

Please see our [Accessibility Policy](#) for further details.

<p><b>What additional support for learning is available to students with special educational needs?</b></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 through adaptive teaching and recommendations made by the SEND team, or external professionals. These will be outlined within a document called a 'Pupil Passport,' which all staff can access easily in order to outline specific strategies and needs of learners.</p> <p>We run a range of interventions that run half-termly/termly in order to support learners within each area of need. These include specific literacy-based interventions (such as Little Wandle and That Reading Thing phonics programmes), Social Skills, Language Link, Lego Therapy, Touch-typing, Physiotherapy, Emotional Logic, as well as personalised mentoring where required.</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 or resources may be available to the child e.g. writing slopes, coloured overlays, chromebook for typing/assistive technology.</p>
<p><b>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</b></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 breakfast, break, lunch and after school clubs.</p>
<p><b>What support does the school provide for improving emotional and social development?</b></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. We understand that the views of our learners is of utmost importance, and endeavour to ensure their voice and feelings are heard, understood and listened to.</p> <p>We use a Trauma Informed approach to support children's emotional needs. Our <a href="#">Behaviour Policy</a>, 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 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>We work closely with external agencies such as the School Nursing Hub and the Mental Health Support Team to support individuals and groups of children who may struggle with managing any aspect of their mental health.</p>
<p><b>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</b></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>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. Within our Trust, St James School employs a Speech Therapist as well as buying in Educational Psychologist services. We also have a full-time mentor/Early Help Lead 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.</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"> <li>• The Communication and Interaction Team (CIT/CITEY)</li> <li>• NHS Speech and Language Therapists (SaLT)</li> <li>• The Educational Psychology Service</li> <li>• School Nursing Service</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Educational Welfare Officer</li> <li>• Social Care</li> <li>• Art Therapist</li> <li>• DIAS Information Advise and Support Service (DIAS)</li> <li>• Health Visitor</li> <li>• ATAN (Advisory Teacher for Additional Needs)</li> <li>• Youth Intervention Team</li> <li>• YSMART</li> </ul>
<p><b>How do we secure the equipment and facilities needed to support students with SEND?</b></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.</p>

	<p>We act on the advice of Occupational Therapists regarding the resources and/or equipment that a learner may need.</p> <p>Our school is wheelchair accessible and we have disabled toilet facilities and a wet-room shower facility. We have an <a href="#">accessibility plan</a> 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><b>How do we consult with the parents of children with SEND and involve them in their child's education?</b></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. Regular opportunities for contact are provided via email, and, if a longer conversation is felt necessary, then a meeting can be scheduled 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 <a href="mailto:SEND@stjamesexeter.co.uk">SEND@stjamesexeter.co.uk</a>.</p> <p>Our universal offer also includes the progress of all children being reported to parents three times per year via end of term reports.</p> <p>Communication with parents of learners on our SEND register is as follows:</p> <p>At St James School, we are committed to regular, meaningful communication with families of students on the SEND register through a range of touchpoints, including annual reviews, summer term meetings, progress evenings, and ongoing contact. These interactions should ensure that support is personalised, progress is shared, and no child's needs are overlooked.</p> <h2>1) ANNUAL REVIEWS</h2> <p><b>Students with an EHCP</b>  Once per academic year for all students with an EHCP  Statutory review involving families, professionals, and the student.  <b>Why?</b> Focus on long-term outcomes, provision, and strategies. Opportunity to formally update or amend the EHCP.</p> <p><b>Students with a K support plan</b>  Once per year for students with a K Support plan  Personal review with student to prioritise student voice  Follow-up email to parents with updated K Plan and offer of further communication from team  <b>Why?</b> Ensures targets and support are updated collaboratively</p> <h2>2) SUMMER TERM MEETING</h2> <p>All families of children on the SEND register invited  Option of online or phone meeting</p>

	<p><b>Why?</b> Time to discuss broader support and reflect on the year</p> <p><b>3) PROGRESS EVENINGS</b></p> <p>Scheduled school-wide parent-teacher evenings.</p> <p><b>Why?</b> Formal opportunity to discuss progress with subject teachers and tutor.</p> <p><b>4) AD HOC CONTACT</b></p> <p>Includes phone calls, emails, in-person meetings, and outreach.</p> <p>Often involves external professionals and multi-agency collaboration.</p> <p><b>Why?</b> Responsive communication tailored to individual student needs.</p>
How do we consult with children with SEND and involve them in their education?	<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.</p> <p>Children with an EHCP 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 Families.</p> <p>Students at SEN Support (K) level, have yearly personalised meetings to gather views and amend their Pupil Passport.</p>
What are the school's arrangements for handling complaints from parents of children with SEN about provision?	<p>If the family 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. Families are also free to contact the SEND team directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication.</p> <p>Michelle Fox is the Special Educational Needs Coordinator (SENDCo). If you have any concerns regarding your child's needs or provision, she can be contacted directly via the school SEND email address, <a href="mailto:SEND@stjamesexeter.co.uk">SEND@stjamesexeter.co.uk</a>. If you would like to make a complaint, then please follow the school's <a href="#">complaints policy</a>.</p>
How do we involve outside agencies in meeting children's SEND and supporting their families?	<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>The SEND team will make referrals to appropriate external agencies; parents/carers will be informed of these referrals and their consent will be sought prior.</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</p>

	<p>to offer is necessary. In these cases, families will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.</p>
<p><b>How will children be supported when moving to a new class or when joining or leaving the school?</b></p>	<p>A number of strategies are in place to enable effective student's transition. These include:</p> <p><b>On entry:-</b></p> <ul style="list-style-type: none"> <li>• A planned programme of visits. Additional visits are arranged if needed.</li> <li>• Families may be 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</li> <li>• Members of the SEND team are available to meet with 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 at relevant events, such as Year 6 information evenings, or in individual admission meetings with the Head of Year for in-year admissions</li> <li>• If students are transferring from another school, the previous school records will be requested immediately.</li> <li>• Enhanced transition meetings may take place if the child has additional support through an EHC plan.</li> <li>• Enhanced transition day (Year 6 intake)</li> <li>• A summer school provision is in place for Year 6 students to explore the school outside of term time, prior to enrolment.</li> <li>• Screening for learning and cognition, literacy and speech and language needs to identify any needs that have not yet been identified.</li> </ul> <p><b>Transition to the next key stage</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Transition to post-16 provision</b></p> <ul style="list-style-type: none"> <li>• Transition days are generally arranged for students with SEND depending on need.</li> <li>• 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.</li> <li>• Families 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.</li> <li>• Accompanied visits to other providers may be arranged as appropriate.</li> </ul>

<p><b>Where can I find out more information regarding on the services available for children with special educational needs or disabilities?</b></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: <a href="https://www.devon.gov.uk/education-and-families/send-local-offer/">https://www.devon.gov.uk/education-and-families/send-local-offer/</a></p> <p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice; - <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</a></p>
<p><b>Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?</b></p>	<p>The subject teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• providing personalised high-quality teaching of your child; and</li> <li>• ensuring that the School's Information report and policy is followed in their classroom for all students with SEND.</li> </ul> <p>The SENDCo is responsible for:</p> <ul style="list-style-type: none"> <li>• developing and reviewing the Schools SEND Information Report and Policy;</li> <li>• co-ordinating all of the support for students with SEND;</li> <li>• ensuring that you are: <ul style="list-style-type: none"> <li>○ Involved in supporting your child's learning</li> <li>○ Kept informed about the support your child is receiving</li> <li>○ Involved in reviewing how your child is doing</li> </ul> </li> <li>• liaising with all other professionals who may be coming in to school to support your child;</li> <li>• updating the schools SEN Register and making sure that the records of your child's progress are kept up to date;</li> <li>• 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;</li> <li>• 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;</li> <li>• Reviewing pupil passports and sharing these with parents in line with our communication pathways, as outlined earlier in this report</li> </ul> <p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> <li>• managing of all day to day aspects of the school, including the support for students with SEND; and</li> <li>• ensuring that the governing body are kept up to date about issues relating to SEND.</li> </ul> <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> <li>• Making sure the necessary support is given for any child with SEND who attends the school.</li> </ul>



## What has gone well this year?

- Our SEND students are accessing our broad and ambitious curriculum which is captured through learning walks and student voice which demonstrate that children and young people feel supported and happy in their setting.
- SEND students represented St James across many aspects of the school community, such as within: the Year 7 & 8 Girls' football team who won the Catherine Fraser Memorial Tournament; the Year 11 Student Leadership Team; our Year 10 Ten Tors team; termly Rewards events; Sports Day; our school production of Sister Act; the Summer Showcase for performing arts
- All students in year 7 were screened for speech and language needs and literacy needs
- We have expanded our phonics lessons for children with specific sound or blending gaps and have introduced 'That Reading Thing' alongside the Little Wandle phonics programme
- Families and children identified as SEN Support have been supported by the Inclusion Team and, where needed, offered external support.
- We continue to deliver a range of interventions to support students with SEMH and communication and interaction needs; we now have staff trained to deliver Lego Therapy and Emotional Logic intervention programmes
- All students have been screened for literacy needs at the beginning of the year and progress monitored throughout the year.
- Year 9 students have been identified for Exam Access Arrangement screening
- We utilise a trauma-informed approach across the school which has seen a reduction in the number of exclusions that have been received by students with SEND.
- Our learning support centre supports students in lesson time and during social times.
- We have strong links with the other schools within our Trust which has enabled us to share good practice across the schools and develop our own offer of support for students with SEND.
- We have a full-time mentor and Early Help coordinator who supports students with SEMH and their families.
- We have a named teacher who supports children in care who are also SEND.