



Our vision is to enable all to flourish.

Special Educational Needs (SEN) Information Report

St James' C of E Primary School



'Inspiring and growing for fullness of life'.

Status and review cycle:	Statutory
Responsible group:	The school
Next Review Date:	September 2026

This report is the result of consultation with staff, parents of children with Special Educational Needs (SEN) and governors of St James' C of E Primary School and will be published annually on the School's website. The report will be updated annually to reflect the changes and plans within the school

1 **The type of SEN provision**

1.1 The SEN provision that the school caters for is:

A special educational need or disability (SEND) is when a child needs additional support in learning to help them achieve their full potential both in and out of the classroom. SEND has 4 broad areas of need as defined by the Code of Practice (2014):

Communication and Interaction

- Children who experience speech, language or communication difficulties
- Children with an autistic spectrum disorder (ASD)

Cognition and Learning

- Children who learn at a slower pace than their peers

Social, emotional and mental health difficulties

- Children who are withdrawn or isolated
- Children who display challenging behaviour
- Children with mental health difficulties

Sensory and/or physical needs

- Visual impairment
- Hearing impairment
- Multi-sensory impairment
- Physical difficulty

The school's Accessibility Plan can be found here: <https://www.stjamescofeprimary-dgat.co.uk/policies>

2 **The school's policies**

2.1. The school's policy for identifying and assessing people with SEN is:

- Children are identified as experiencing a SEND by parents/carers or their class teacher. Once identified the class teacher will observe the child's learning or behaviour and discuss these observations with the SENCO.
- Additional programmes may be provided. Support will be monitored and discussed with the child's parents/carers at parents' evening or at another convenient time.

The aim of any support would be to close any gaps in attainment between a child and their peers.

- Children's progress is monitored carefully by class teachers using assessments, standardised scores and observations of learning and development.
- If the child continues to be of concern, then it may be appropriate for a child to be included on the school's register of Special Educational Needs and Disability.
- Children are included on the school's register of Special Educational Need and Disability with the express permission of the parents/carers. This register is held within the school's management systems (Arbour). Data from Arbour is used by the Local Authority and other agencies when collecting information about the school. All data is held securely.
- All children who are included on the school's SEND register (including those with an Education Health and Care Plan) will have a My Plan or My Plan+ written for them to include short term outcomes based on their areas of need.
- If a child begins to make progress in line with their ability and peers then they may be removed from the school's SEND register. Any decision to remove a child from the register will be discussed with parents/carers.
- The schools SENCO is Rachel Dove, BA PGCE (Primary) MEd Equality and Diversity, who can be contacted on rdove@st-jamespri.dgat.org.uk or 01242 516836.

2.2. The school's approach to evaluating the effectiveness of the provision for pupils with SEN:

The effectiveness of the school's SEND provision is monitored and evaluated by the Headteacher, Senior Leadership Team and the SENCO. School uses a variety of methods to gather information including:

- Observations of teachers by the Headteacher, Senior Leadership Team and subject coordinators make specific comments on children with SEND and make a judgment regarding care, guidance and support
- School and class visits by Governors and SEND Governor
- Analysis of tracking information using the schools' assessment software – SONAR
- Scrutiny of teachers planning and of children's work
- The views of children and parents/carers
- Outcomes of 'My Plan', 'My Plan+' and EHCP reviews

2.3. The arrangements for assessing and reviewing the progress of children and young people with SEN:

Gloucestershire Local Authority suggests schools use the Graduated Approach when supporting children with SEND.



The graduated approach is a four part cycle – assess, plan, do, review:

Listen – a child’s needs are assessed using observations and attainment/progress data. Children’s views are sought using the ‘My Profile’ activity.

Plan – teachers write the ‘My Plan’ with support from the SENCO. Termly outcomes are written based on the child’s areas of need.

Do – additional interventions and learning opportunities are provided for the child either in groups or 1:1 with an adult.

Examples of additional support:

- Speech and Language programmes of work, Phonics interventions, literacy or numeracy booster groups, handwriting groups, social skills groups, friendships groups

Review – the effectiveness of the support and the impact on the child’s progress will be evaluated when the class teacher reviews the ‘My Plan/+’. At the beginning of each academic year the SENCO will organise a meeting with parents/carers, the class teacher and the child if appropriate. At this meeting outcomes will be written. If a child is not making expected progress, or the school feels that additional support from outside agencies are required, then this can be discussed with the parent/carer at the review.

3 School's approach to teaching

The school's approach to teaching pupils with SEN (including pupils who do and do not have an Education and Health Care Plan)

3.1 by adapting the curriculum, equipment and learning environment is:

- Quality First teaching is the school’s first step in meeting the needs of all children. St James’ uses a collaborative learning approach. <https://www.stjamescofeprimary-dgat.co.uk/curriculum> to access our Teaching and Learning parent session power point which outlines this approach
- All children have access to a broad and balanced curriculum.

- Learning is adapted by class teachers, with support from teaching assistants, to ensure all children are able to make progress and enjoy their learning experiences.
- Adaptions include:
 - Different grouping and seating plans e.g. quiet workstations
 - Brain/movement/sensory breaks
 - Calm corners and time/space to refocus
 - Different presentation of work/activities
 - Work chunked into more manageable parts
 - Provision of multi-sensory manipulatives
 - Adapted resources
 - Pre-teaching vocabulary
 - Pre-reading of texts
 - Alternative methods of recording e.g. laptop, speak to text dictation, scribing from an adult

3.2 with additional support for learning is:

- Provided through flexible staffing arrangements which may mean additional staffing for groups/individual children
- Extra learning activities with adults in groups or 1:1 as decided by class teachers through regular phase meetings (PICS: Pupil Intervention Conferences)
- Support from our Pastoral Support Team through intervention such as lego play, sand play, Drawing/Talking or 'time to talk' type activities.

3.3 through activities available to pupils with SEND in addition to those available through the curriculum is:

- Children are actively encouraged to attend after school provision both within and outside of school
- Parents supported to engage in extra-curricular activities
- SENCO monitors engagement of SEND children in school after school provision
- Making adaptions to whole school activities and events e.g. worship so all children are able to participate

3.4 through improving the emotional, mental and social development of pupils with SEN is:

- Our school ethos
 - St James' Church of England Primary School provides the highest quality education within the context of caring Christian beliefs and practices; in

partnership with St. Philip and St. James' Church. St. James' is a creative, nurturing inclusive community, shaped by our vision for spiritual growth and our Christian values. Children, of any faith or none, are given the opportunity to develop their own spirituality, valuing wisdom, growing in hope, showing respect and exploring big questions.

- Our Spiritual Wheel

- Spiritual growth, explained through our 'Spiritual Wheel' underpins our vision; 'Inspiring and Growing for Fullness of Life'. By living out our Christian values and developing our: worship, curriculum, school environment, how we interact with ourselves, others and a divine being through stillness, creativity, curiosity and big questions. we will enable our pupils to leave their St James' family with a greater sense of empathy, sense of identity and purpose, show wisdom and be able to take a challenge.



- Our carefully planned PSHCE (personal, social, health and citizenship curriculum)
- Our Pastoral Support Team who offer individualised and group support to children who are struggling emotionally or socially and their families. Move More provide targeted parenting support through online sessions.
- Access to Young Minds Matter (YMM) NHS mental health and wellbeing support. St James' has mental health support that is available to our children after a short referral process. YMM work with children who have mild/moderate mental health needs and can support referrals to CAMHS (Child and Adult Mental Health Services) where appropriate. Consultation meetings with a Senior Mental Health Practitioner are also available to Mrs Dove and Mrs Wood to talk about issues around mental health and wellbeing. Information on YMM is included on the school website.

4 The School's facilities

4.1 The school's facilities to include pupils with SEN and how new or specialist equipment and facilities is obtained:

- Wheelchair accessible building including lift and accessible toilets for KS1 and KS2.
- Clear and wide corridors

5 The School's training

5.1 The school's arrangements for training staff in relation to pupils with SEN is:

- Training needs are identified as part of the school development plan and through the performance management system of teachers and support staff.

- Whole school training is given to staff as and when appropriate through INSET days, weekly staff training sessions for teachers; regular training meetings for teaching assistants training and midday supervisors.
- Training is provided to support quality first teaching approached e.g. collaborative learning, use of maths manipulatives, ELS phonics approach
- Subject specific leaders from within the school teaching team will advise on their area of expertise.
- Staff who need additional training are either sent on training courses, or are provided with in-house training when required.
- Educational Psychologists (EP) and the Advisory Teaching Service (ATS) are involved in training and advice for class teachers and teaching assistants.

5.2 Specialist expertise is obtained by the school by:

- Health care training such as epilepsy or diabetes is provided by NHS health specialists
- Speech and language specialist training is provided through NHS or privately commissioned therapists in school for individual children or at training courses.
- Teaching assistants who provide pastoral support have had training on lego/sand play and Drawing & Talking

6 **The School's consultation**

The school's arrangements to consult with and involve:

6.1. parents of pupils with SEN about the education of their child is:

- Class teachers available at the end of the school day to talk to parents/carers.
- Yearly My Plan or My Plan+ reviews with parents, class teachers and SENCO
- Annual reviews for all children with an EHCP (Education, Health and Care Plan)
- Some children have home/school books to aid communication
- Parents' evening twice a year
- Annual report home to parents

6.2. pupils about their education is:

- Class teachers and teaching assistants give verbal feedback during learning activities

- Children complete My Profiles at the beginning of the year and other pupil voice activities when appropriate
- Pupil voice activities such as pupil surveys and attending their own My Plan reviews (KS2).

7 The School's Partnerships

7.1. The school's governing board / proprietor involves other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet the needs of pupils with SEN and their families by:

- When a safeguarding concern has been identified the school's Designated Safeguarding Lead (DSL) or Deputy (DDSL) contact Social Care using the processes described in the Safeguarding and Child Protection Policy.
- Children and families may be referred for 'Early Help' support from the local authority
- If school are concerned that a child is not making sufficient progress, then it may be possible to refer that child to an outside agency for additional support or advice. Outside agencies include:
 - Educational Psychology Service
 - Advisory Teaching Service
 - Speech and Language Therapy
 - Children's Occupational Therapy
 - Education Inclusion Team
 - Early Help coordinator
 - Young Minds Matter (NHS)

7.2. The school's arrangements for supporting pupils who are looked after by the local authority and have SEN:

- School have a Designated Teacher (Rachel Dove) for children who are looked after by the local authority. School will work closely with carers or parents, the social worker and Virtual School to ensure the child's needs are discussed through termly PEP (personal education plan_ meetings.

7.3. The school's arrangements of pupils with SEN transferring between other education providers or preparing for adulthood and independent living is:

- Early Years lead and class teachers liaise with Early Years Providers to smooth transition

- SENCO attends My Plan/+ or multi agency meeting in the summer term of pre-school children
- Early Years teachers and teaching assistants visit Reception children at home in the first few weeks of the Autumn term.
- For children who leave St James' in year, children's records and My Plan information is sent to the receiving school. For children who come to St James' from a previous primary school staff ensure they have received information and if appropriate speak to staff from their old school. Information is also sent or received through CPOMS.
- For children who are leaving St James' for secondary school Y6 teachers meet with the receiving schools to discuss all children.
- Class teachers and the SENCO attend transition to secondary school conferences for children if arranged by the Advisory Teaching Service.
- Individualised transition plans are made for children with an EHCP or who are particularly vulnerable to transition. The plans may include additional visits – both in and out of school time or staff from receiving schools visiting children in our setting.
- For children with an EHCP the receiving secondary school is invited to the Y6 and when appropriate the Y5 annual review.

7.4. The school collaborates between a range of education providers and other settings.

8 **The School's key contacts**

SEN co-ordinator: Rachel Dove, BA PGCE (Primary) MEd Equality and Diversity, who can be contacted on rdove@st-jamespri.dgat.org.uk or 01242 516836.

The contact for complaints from parents with pupils with SEN:

- If a parent/carer has a comment or complaint they should in the first instance speak to their child's class teacher. The class teacher will often be able to solve or alleviate any concerns by discussing issues and identifying actions to address them. However, if there are ongoing concerns a meeting could be requested with the schools SENCO and/or the Headteacher.

The school's complaints policy can be found here: <https://www.stjamescofeprimary-dgat.co.uk/policies>

9 **The School's Link to the Gloucestershire Local Offer**

Information for the Local Offer for Gloucestershire and the school's contribution to the Local Offer is available at

https://www.gloshomesdirectory.org.uk/kb5/gloshomes/gloshomes/family.page?familychannel=2_1

The Gloucestershire Local Offer provides information and advice on Special Education Needs and Disabilities and their families. If you wish to contact the Gloucestershire County Council about the Local Offer please call Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) on Freephone: 0800 158 3603 or Direct Line: 01452 389344/5.

Next review date: _____

Signed

Senco _____

Headteacher _____