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SEND Information Report

Domain of application	St James the Great
Review cycle	Annual
Approved by	David Atter, Regional Education Director
Date of last review	September 2024
Date of next review	September 2025

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St James the Great - SEND Information Report

This document details how {insert text} will implement the trust wide SEND Policy and support children and young people with special educational needs and disabilities (SEND).

The Special Educational Needs and Disability Coordinator (SENDCo) at St James the Great:

Becky Fannon

Overview

This school values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. All children with SEND are valued, respected and equal members of the school. Every effort is made to ensure that pupils identified as having SEND are fully included in the school and have full access to the National Curriculum and after school/extra-curricular activities. As such, provision for pupils with SEND is a matter for the school as a whole.

"All teachers are teachers of pupils with SEND".

School Overview	School Cohort
St James the Great Academy is a smaller than average primary school situated in East Malling. We are a one form entry school and have a nursery on site. Our vision at St James the Great Academy is for children with special educational needs and disability (SEND) we strive to ensure access for all to educational excellence in preparing children and young people for their futures, seeking to continually improve attainment and progress for all and secure the highest levels of achievement appropriate to the individual learner. Specialist Provisions on site: No specialist provision Please see our provision map (appendix 2).	We currently have 188 children on role. The proportion of pupils supported by pupil premium is higher than the national average. We currency have 47.2% pupils eligible for pupil premium. We have a higher proportion on are SEND register compared to national. We currently have 3% of children who have an EHCP.

Which SEND needs do we provide for at this school?

We will meet the needs of children with the following SEND:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (P&S)

What is the SEND information report?

The SEND Information Report aims to outline how the SEND Policy will be implemented within the school.

The SEND Information Report details the local offer for SEND within the school and ways in which parents, children and young people may access the support required.

Which legislation and guidance informs this report?

This SEND information report is based on the:

- statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

What do we mean by SEND?

SEND refers to a learning difficulty or disability which calls for special educational provision to be made, for example, where a child has:

- a significantly greater difficulty in learning than the majority of others of the same age, or

- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools. There are four key areas of Special Educational Needs outlined in the SEND Code of Practice:

Area of SEND	Definition
Communication and Interaction	Children with Speech, language and communication needs have difficulty in communicating with others such as those with an ASD diagnosis. This could include difficulties with producing or responding to expressive or receptive language. They may have difficulty in uttering speech sounds, difficulties in understanding spoken language and communications from others.
Cognition and Learning	This refers to when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), specific learning difficulties (SpLD) such as dyslexia and dyspraxia, severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This

	encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	This may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties and traumas. It also includes ADHD and attachment disorder.
Sensory and/or physical needs	Some children will require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These include visual impairment, hearing impairment, multi- sensory impairment and physical impairment, which may require additional equipment to assist with learning.

Identifying pupils with SEND, assessing need, and involving pupils and parents

Each pupil's current skills and levels of attainment are assessed on entry, which will build on previous settings and Key Stages. Teachers are responsible for ensuring high quality teaching and where appropriate will make regular assessments of progress for all pupils and identify those whose progress is a concern. This may include progress in areas other than academic attainment, for example, social or communication needs.

When deciding whether special educational provision is required, the process starts with identifying areas of need and monitoring desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

An early discussion will be held with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- The parents' and pupils' views are considered

- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support. Parents and pupils will be consulted on all matters relating to the child's SEND provision. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and request additional meetings with relevant staff in order to make this

possible.Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

See the roles and responsibilities of people who support children and young people with SEND in our SEND Policy

How will this school monitor and track my child's SEND support?

At this school, we consider the needs of the whole child and will continue to assess and monitor your child using the graduated approach (see below) and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. The children's prior progress and attainment or behaviour is considered alongside the teacher's assessment and experience of the pupil. The pupils' views and the views and the experiences of the parents all form part of the cycle. Advice from external support services if relevant is sourced and the plans and subsequent assessments are reviewed regularly.

Figure 1. The graduated Approach
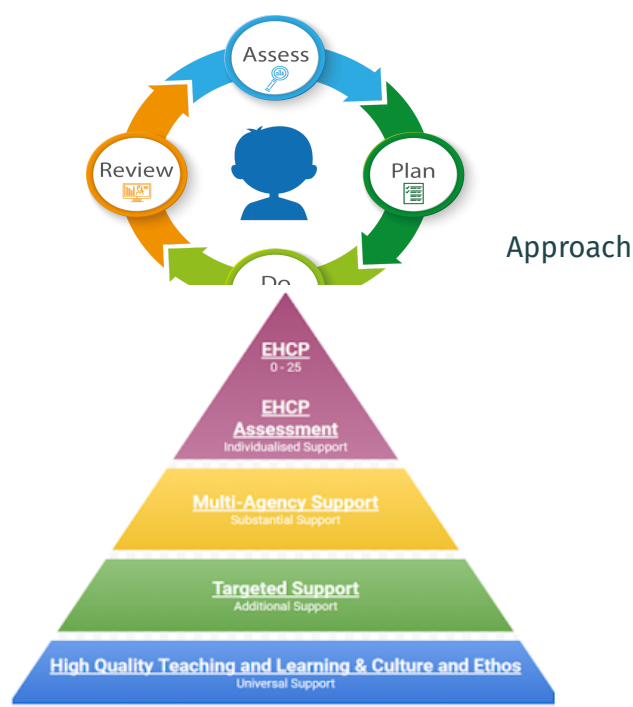
What is our whole school approach to teaching pupils with SEND?

Delivered By:	Type of support available	Received by
Class teacher or key worker input via good or outstanding classroom teaching.	The teacher/key worker will have the highest possible expectations for your child and all pupils in their class. This is referred to in school as "High Quality Teaching". See Appendix for high quality teaching strategies. All teaching is based upon building on what your child already knows, can do, and can understand. This is achieved through ongoing assessment and focused marking of children's work. Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task. This may include occasional support from a teaching assistant/key worker to help with a particular difficulty.	All children in the school.

What is our targeted approach to teaching pupils with SEND?

Targeted Support
Additional Support

Delivered by:	Type of support available	Received by
A collaboration between the SENDCo and class teacher on the basis of high quality evidence concluding that a pupil needs the additional targeted support.	Your child's teacher/key worker will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to 'close the gap' between your child and their peers. Parents/Carers will be immediately informed and will be a full partner in planning and reviewing additional support or interventions. The term intervention is used to refer to additional support that a child receives to help move them forward in a particular area of learning. This support is always time limited (it lasts for a certain number of weeks) and will have clear targets to help your child make more progress.	Pupils identified as in scope

The class teacher will plan with parents/carers, the pupil and the SENDCo to put in place interventions that support your child's learning.

Interventions may include small group work or individual sessions.

We acknowledge that a number of children will have special educational needs (SEN) at some time in their school career. Some of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

When considering the type of support individual pupils might need, all teachers have been advised to think in terms of two groups of pupils:

- Underachieving and less experienced learners;

- Pupils with a closely defined special educational need or disability.

Pupils identified with special educational needs require a response from the school that goes beyond the necessary differentiation that should typically be available to every child in every classroom.

Particular care will be needed with pupils whose first language is not English. Teachers/key workers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. In assessing the SEND of children who speak English as an Additional Language, home language assessment may also be used where deemed appropriate to inform provision.

Children must _not_ be regarded as having learning difficulties solely because their home language is different from that in which they are taught.

Where children's behaviour has been identified as a cause for concern in line with steps taken to support pupils in the school behaviour policy, the school works with the principle that children's behaviour is often the product of other underlying needs, for example social interaction or communication needs. Particular care is taken to address

	these needs through work with the four school inclusion teams.	
	Where small group sessions are put in place they will be run by a Teaching Assistant, Learning Support Assistant, teacher or an outside professional (like a Speech and Language Therapist)) using a recognised programme. These small group sessions are often referred to in school as 'interventions' and steps have been taken to ensure that there is a strong 'evidence base' underlying the interventions that we have selected to use.	
	All Learning Support Assistants providing additional support to pupils in school have been provided with additional training.	
	At this point you will be fully involved in discussions and decisions, and asked to come to a meeting to discuss your child's progress and help plan possible ways forward.	
	In addition to interventions that take place whether in the classroom, or during the school day, we offer some additional support to students outside of normal school hours.	

Our Provision Menu/Map

Our provision menu:

Language for Thinking

Emotional literacy

Colourful semantics

Speech and Language interventions using speech and language link

Time 2 Talk

Maths and reading booster

Precision teaching

Black sheep working memory

Toe by toe
Lego Therapy
BEAM
Write Dance
Clever Fingers

Who are the other people providing services to children with SEN in this school?

At times specialist professionals may work with your child to understand their needs and make recommendations, these may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.

- Support to set targets which will include their specific professional expertise.

- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support.

- A group or individual work in school run by an outside professional.

You will always be involved in decisions about how the support will be used and what strategies that will be put in place. You will be provided with the contact details for any agencies or services outside the school who are or will work with your child. Throughout the year the school will also facilitate 'drop in sessions' which allow parents to meet with the professionals who support the school and to ask questions about the type of support that is provided in school.

Funded by:	Type of service
Directly funded by school	Time to talk counsellor
	Learning support assistants
	Inclusion manager
	HNF support teacher

	Child and family support leader
	Attendance lead
Services available by the local authority	Speech and Language Therapy
	Speech Bubbles
Provided and paid for by health service	School Nurse
	Health visitor
	Occupational Therapy
	Paediatricians
	Kent Community Health
Voluntary agencies	{insert text}

What happens if my child requires an Education Health and Care Plan (EHCP)?
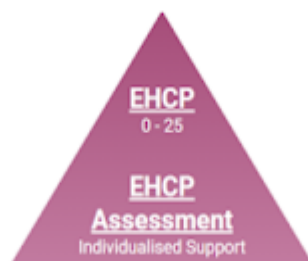
If, despite all   the above support, your child needs further or more specialist input the school, or you, can recommend that the local authority makes a statutory assessment for an Education, Health and Care Plan. This is a legal process and you can find full details about this in the local authority based local offer of your main residence website.

This will occur where the complexity of need or a lack of clarity around the needs of your child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Applications for education health and care plans
1.   The application for an education, health and care plan (EHCP) will combine information

from a variety of sources including: you, your child, teachers, the SENDCO, Social Care and Health professionals. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

2.   This information will be shared with the local authority at the point at which a request is made for an EHCP. After the school has sent in the request to the local authority (with a lot of information about your child, including some from you).

3.   A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. You have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

4.   If an EHCP is not approved then the school will be asked to continue with the SEN Support in School.

5.   If the application is approved by the local authority then an EHCP will be prepared. It is called an education, health and care plan because it brings together all of the educational health and social care needs that your child may have in one plan.

6.   The EHCP will state in detail your child's strengths, needs and the provision that is required to meet the long- and short-term outcomes that are being sought.

7.   The school must make its best endeavours to put in place the support identified in the EHCP.

8.   A review of an EHCP will be conducted annually in which you, your child, teachers and other agencies (including health and social care professionals) will be invited to attend to discuss and review the progress of your child, set new outcomes and amend the EHCP where necessary.

How will we support pupils moving between phases and preparing for adulthood?

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

SEND transition arrangements:

Once a child has been allocated a place in our school by the local authority, if you have not yet visited our site we will invite you and your child to meet and speak with the key worker who will work with your child when they are here.
If other professionals are involved, we will endeavour to hold a Team Around the Family (TAF) to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.

How are the adults at the school supported to work with children with SEND and what training do they have?

Staff Roles	Support and training
SENDCo	• National SENDCo Award
Teachers	• Whole school SEND • ASD • Dyslexia • HLTA
Support staff	• Emotional Coaching • Counselling

What are the contact details of support services for parents of pupils with SEND?

Local authority SEND offer https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer

High Quality Teaching Checklist

Whole class	Independent / group work
Access to teacher and any resources used has been planned for, e.g. a number line or grid or text visible to all or made accessible in other ways, background noise avoided where possible, light source in front of teacher not behind	Tasks clearly explained or modelled – checks for understanding, tasks cards or boards as reminders, time available and expected outcomes made clear

Purposeful seating arrangements to support learning or language difficulties	Children's different needs for explanation are recognised: children can choose to start if they feel they understand or wait for further explanation if they do not
Rules and routines for the lesson taught and displayed and referred to regularly; specific praise for the children keeping the rules	Work mats available on tables (alphabet arc/number line/HFWs)
All children clear about objectives of lesson	A distraction-free area has been set up for children who need it to work in / privacy boards available
All children clear about structure of lesson and day, e.g. visual timetables are on display	Children have been taught strategies which mean they can continue to work without direct teacher help if they get stuck; prompts to remind them are on display
New or difficult vocabulary clarified, written up, displayed, revisited	Tasks link back to earlier (or later) objectives where these are appropriate for child and group.
Using different co loured texts on boards for alternate lines/key words	Tasks simplified or extended, e.g. short, concrete text used by one group or long, abstract text by another, numbers to 100 by one group or to 20 by another
Thinking time – up to 10 seconds may need to be allowed. Teacher checks for understanding of instructions, e.g. by asking a child to explain them in their own words	Tasks made more open or more closed according to children's needs
Support in place for children who cannot 'hold things in their heads' – sticky notes, jottings, individual whiteboards	Arrangements (buddying, adult support, taping) made where necessary to ensure that children can access written text and instructions
Questions pitched so as to challenge children at all levels, e.g. define paragraph (for higher attaining), define sentence (for lower attaining)	Alternatives to paper and pencil tasks used where appropriate; Effective use of ICT as an access strategy, e.g. speech or sign

	supported software, on-screen word banks, predictive word processing
Individuals targeted for particular questions, e.g. one child to add 24 to 52, a less able child to then add 25 to 52	Scaffolding (e.g. problem solving grids or writing frames or clue cards) provided where needed
Use made of alternatives to questions to invite a response, e.g. making suggestions from which the children can choose, speculating, making a personal contribution from own experience	Variety of pupil groupings used so that children are able to draw on each other's strengths and skills; Children taught to work together in groups
Questions used to ensure the rest of the class are listening, e.g. 'Does anyone have a question for Gupta?' 'Who thinks the same as Jo?' 'Who thinks differently?'	Effective use of additional adult support, e.g. learning objectives clear, independence rather than dependence promoted, peer interaction encouraged. Emphasis on progression (DISS best practice)
Children clear about the timescale for the question, e.g. 'This is one for a quick response.' 'This is one which needs several minutes to think about.' 'This is one I want you to work at for ten minutes.'	Individual's learning objectives, e.g. positional language, number facts, punctuation, prediction are picked up on
Time and support given before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until child can answer correctly	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possible shared between classes.
Contribution of all children valued – secure and supportive learning environment where there is the safety to have a go, to make a mistake	Left handed equipment e.g. scissors, appropriate seating arrangements including sit and move cushions
Children help and support each other with ideas; they give one another space in which to think and respond to questions	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possible shared between classes.

Contributions reflected back by teacher in expanded form or expanded on by other children	Left handed equipment e.g. scissors, appropriate seating arrangements
Multi-sensory teaching approaches (visual, verbal, kinaesthetic)	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possibly shared between classes.
Time out (talking in pairs or other groups) used to maintain attention, link to children's own language and experience	Left handed equipment e.g. scissors, appropriate seating arrangements including sit and move cushions
Buddying used for seating and paired or partner work, e.g. more settled child paired with a child who finds concentration difficult, more able with less able	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possibly shared between classes.
Interactive strategies used, e.g. children having cards to hold up or own whiteboards or coming to the front to take a role	Left handed equipment e.g. scissors, appropriate seating arrangements
Visual and tangible aids used, e.g. story sacks, real objects, signs and symbols, photographs, pegs on a coat hanger, variety of number lines, counting sticks, computer animations	An expectation that pupils will accept responsibility for their own learning and work independently.
Strategies which children need to use (e.g. for problem solving or text composition) made very explicit	Regular use of encouragement and authentic praise
Abstract concepts made concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources	As a result of all of the above we expect our all pupils to; ● Show high levels of engagement with their learning

Children who need it being pre-prepared or pre-tutored where this would help them to access the lesson	• Take ownerships and responsibility over their learning
Additional adults, if present, are actively involved throughout in supporting or assessing learning	• Be motivated and enjoy their learning • Develop a growth mind-set and rise to challenges
Unobtrusive system to signal when help is needed	• Become increasingly independent and resilient learners • Make good or outstanding progress