

# St James CE Primary School

## SEND Information Report

June 2023

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

### About our school

St James CE Primary School provides for children with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs; this includes children with anxiety, or ADHD. <sup>2</sup>
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

Our special educational needs co-ordinator (SENCo) is Mrs Lucy Ottaway, supported by Mrs Heather Richards, who was a previous headteacher and has specialised in special educational needs. Our previous SENCO Mrs Katherine Radcliffe, a very experienced secondary SENCO is also currently supporting the school on a consultancy basis. As a team we work closely together with governors overseeing the provision and monitoring of children's learning and progress throughout the school, as well as supporting the families of those children with special educational needs.

The school can be contacted through the office phone on: (01235) 868232 or by email: [office@stjamesce.vale-academy.org](mailto:office@stjamesce.vale-academy.org)

Our governor with responsibility for SEND is Alan McPherson

Our Chair of Governors is Alan McPherson, who can be contacted through the school office. Our SEND policy, Equality Scheme and Accessibility Plan can be found on the school website.

### How do we identify and give extra help to children and young people with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need
- How we assess children and plan for their special educational needs, and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each child's needs

- How we review progress and agree outcomes and involve you and your child in this

Click here to read the guidance (also available on our website):

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

We have access to a range of specialist support services including:

- Educational Psychology Service
- Special Educational Needs Support Services (SENS)
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team (OXISIT)
- Therapy services
- Early Intervention Children's Social Care
- Communication and Interaction support

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: <https://www.oxfordshire.gov.uk/residents/children-education-and-learning/special-educational-needs-and-disability-local-offer/support-services-send><https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/support><https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/support-services-send>

We always discuss the involvement of specialist SEND services with parents first. With the family's permission, we also work with other services and organisations that are involved with a family

## **How do we work with parents and children/young people?**

The partnership between school and home is always important to us at St James CE. We will always contact parents if we have a concern that a child or young person may have a special educational need and no child goes on to the school's Special Educational Needs Register without the full consent of the child's parent or guardian.

We work closely with children with SEND and their parents to agree outcomes and plan how we will all work towards these, and then to review progress.

This communication happens in a variety of ways:

- Each child on the SEND Register has a Pupil Passport which puts them at the heart of the assess, plan, do and review process. The Passport includes the voice of the child and the family, as well as any barriers to learning, positive intervention/strategies in place and some outcomes to support learning.
- Provision is reviewed 3 times a year - during parents evenings and at the end of the summer term.

- Parents are always welcome to speak to class teachers by arranging an appointment through the school office if they have any concerns.
- Appointments can be made to see the SENCo by phoning the school office.

## **Adapting the curriculum**

We offer an exciting, carefully planned, broad and balanced curriculum for all children including those with SEND. We adapt this for children with SEND to ensure they are included.

The teachers at St James CE School differentiate the curriculum by adapting the lessons to make sure all children have challenging work at their level and they all receive quality first teaching. There are teaching assistants in each class to support the teaching of all pupils.

We are committed to encouraging all children to become independent learners and to have a growth mindset with an 'I can' attitude to learning.

Specific support given to children with SEND varies and is determined by the needs of the individual. Support may include:

Phonics intervention

Motor skills

Sensory processing/movement breaks

Literacy and numeracy boosters

Speech and language work

Emotional literacy activities

Pastoral check-ins

Individual support for pupils with high level needs and those with and Education Health and Care plan (EHCP)

Detailed assessments to understand the learner's individual needs.

## **What expertise can we offer?**

Our SEN team works closely with all teachers and supports them to develop their practice to ensure pupils receive appropriate support.

Teaching Assistants are trained to support the particular needs of the children they work with, and have regular opportunities to develop their role. We also have access to a range of specialist support services.

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: <https://www.oxfordshire.gov.uk/residents/children-education> <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer> [and families/education-and-learning/special-educational-needs-and-disability-local-offer](https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer)

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We also work with other services and organisations that are involved with a family, with the family's permission.

### **How do we know if SEN provision is effective?**

We use a 4 stage approach: Plan, Assess, Do, Review

Plan- What are we going to do that is special and different to support the pupil? This is in addition to whole class teaching.

Assess-What does the data show us about areas of specific strength or need? What is the starting point for additional help?

Do- put the extra support in place.

Review-Has the intervention/support helped the pupil to gain skills intended? Has the learning gap narrowed/closed?

The progress of all children is tracked throughout the school using a system of End of Year Expectations (EYEs). In addition, teachers regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. If there are any concerns, this is discussed with the SEN team and parents and any additional support is put in place. This is regularly assessed and monitored.

### **How are children and young people with SEN helped to access activities outside of the classroom?**

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities>

### **What do we do to support the wellbeing of children/young people with SEN?**

All children have the opportunity to share their views with their teacher, when planning their support and writing the Pupil Passports.

We listen to the views of children with SEND by conducting pupil voice opportunities and through pupil meeting and questionnaires.

Bullying is not tolerated. We take bullying very seriously. We help to prevent bullying of children with SEND by having a proactive approach, alongside a culture of inclusion.

We also use:

Moral and social lessons including RE and PSHE

Collective Worship & Assemblies

Relevant documents found on the school website:

- Equality, Diversity & Inclusion Policy
- The Vale Academy Trust Behaviour policy
- St. James positive approach to behaviour

Any reports of bullying are taken very seriously and are dealt with by the class teacher and the school leadership team who will talk to all involved, including parents. We will monitor the situation to ensure it is stopped straight away with the use of our Anti-Bullying procedure. If a parent feels that their child is being bullied, they must report it to the class teacher, we will then investigate and report back any actions we have taken.

### **Joining the school and moving on**

We encourage all new children to visit the school before starting, giving them the opportunity to meet the class teacher and pupils. For children with SEND, we ensure the SENCo and class teacher are aware of needs and review previous school records.

We begin to prepare young people for transition into the next stage of their education by ensuring information and records are passed to the relevant class teacher. The SENCo and Year 6 class teacher ensure that children with SEND are given the opportunity for extra visits to the secondary school to help ensure smooth transition.

### **Who to contact if you are concerned about your child**

Please contact their class teacher in the first instance as they have the best knowledge of your child's needs. Should it be required, the SENCo can be invited to attend the meeting.

If you'd like to feedback, including compliments or complaints about SEND provision please email the school office. We aim to respond to any complaints within 5 days.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact [https://  
www.oxfordshire.gov.uk/sendias](https://www.oxfordshire.gov.uk/sendias)

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:  
<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-andlearning/special-educational-needs-and-disability-local-offer>