Special educational needs (SEND) information report

St James' Church of England Primary School

SENDCO – Michelle Young

SEND Governor - Lynda Newton

Approved by:	Gavin Shorthall
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: https://www.stjamesmanchester.co.uk

You can also ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)

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	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Adverse Childhood Experiences
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Definition of SEND provision:

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age, ie provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality, personalised teaching.

2. Which staff will support my child, and what training have they had?

Our special educational needs and disability co-ordinator, or SENDCO

Our SENDCO is Mrs Michelle Young

They have 13 years' experience in this role and have worked as a primary school teacher, SENDCO and SEND Provision unit manager. They are a qualified teacher.

They achieved the NASEN award in July 2012

NPQSL qualification

Qualified in Rebound Therapy

ELKLAN lead practitioner

Qualification in Understanding and Supporting ACES

Qualification Supporting and managing Challenging Behaviours

They are allocated 5 days a week across the federation to manage SEN provision.

- Support staff in identifying students with SEND and reducing barriers to learning.

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They will:

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high- quality teaching.
- Advise on and use the graduated approach to monitor, assess and analyse students' progress towards their targets.
- Be the point of contact for external agencies, especially the local authority and its support services • Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Maintain links and information sharing with receiving schools. • Ensure the school keeps the records of all students with SEND up to date.
- Support teachers in liaising with parents/carers regularly about the progress and impact of support in place for individuals.
- Be responsible for coordinating annual reviews for students who have an EHCP.
- Support staff in the completion of any relevant paperwork or referrals.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND. • Ensuring they follow this SEND policy.
- Follow and implement the Mainstream Core Standards throughout.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. •
- Working with the SENCO to review each student's progress and development and decide on any changes to provision.
- Ensure any Individual Provision Plans are up-to-date and reviewed with next steps and to • ensure this is communicated with parents/carers at least three times per yea
- r • Regular liaison with parents and the SENCO (where appropriate)
- Attending reviews alongside the SENCO, unless otherwise agreed • The completion of referral paperwork alongside the SENCO
- Ensuring they are aware of their student's outcomes and targets and provide opportunities for these to be progressed through recommended strategies, resources and interventions.
- Where this is not possible, the Class Teacher must inform the SENCO.
- Ensuring all students are aware of their targets and how they are working towards these

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Training is delivered throughout the year to meet the needs of the current cohorts at that time.

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External training has been delivered through SALT, Educational Psychology, Outreach support services and Restorative Practise specialists.

Teaching assistants (TAs)

We have a team of 6 TAs, including 1 higher-level teaching assistant (HLTA) who are trained to deliver SEN provision. Our teaching assistants deliver SEND provision by:

Teaching Assistants are responsible for:

- Ensuring that day to day provision is in place for the students they support
- Implementing agreed strategies, programmes and advice from specialists
- Record keeping, tracking progress and impact of interventions
- Providing appropriate resources to enable interventions and learning
- Maintaining specialist equipment where appropriate
- Regular communication with class teachers and the SENCO around progress and possible next steps

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Outreach Support Services
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's teacher.

This can be done through parent/teacher consultations or by emailing the main office to arrange a meeting.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, your child will be added to the school's SEND register.

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We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

They will pass the message on to our SENDCO, Michelle Young who will be in touch to discuss your concerns.

You can also contact the SENDCO directly.

senco@st-james-rusholme.manchester.sch.uk

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing. Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

If staff identify a child who may have SEND it may be necessary to put effective special educational provision in. This provision will be identified through the assessments carried out during the monitoring period. The

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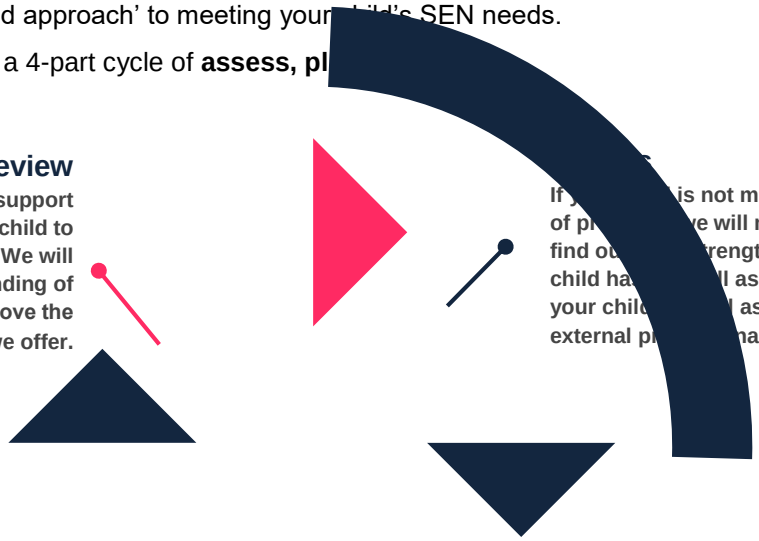
provision will be outlined on Intervention Tracking Sheets and Personal Learning Plans. This sets out any arrangements that are additional to and different from the usual curriculum. These are reviewed each term, or as appropriate. Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, pl**



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

If your child is not making the expected level of pr... we will make an assessment to find ou... strengths and difficulties your child ha... will ask for input from you and your chil... as getting help from external p... nals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

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Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child’s education?

Partnerships

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, curriculum newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents by operating an ‘Open Door’ policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Initially, when a SEND concern has been raised, a graduated response will be completed. Parents will then be invited into school to discuss any SEND concerns school may have. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly

We will provide termly reports on your child's progress by reviewing their Personal Learning Plans. EHCP reviews will take place when required or annually.

Your child’s class/form teacher will meet you a minimum of 3 times per year, to:

- Set clear outcomes for your child’s progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you’re the expert when it comes to your child’s needs and aspirations. So we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child’s class teacher

7. How will my child be involved in decisions made about their education?

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The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- planning appropriate work / activities for their pupils
- ensuring that support is available for all children (inclusive 'quality first' teaching)
- differentiating the curriculum to take account of different learning styles, interests, abilities
- adapting lessons as appropriate
- ensuring that all children can be included in tasks / activities
- monitoring individual progress
- celebrating achievement
- identifying those children who require additional or different support in order to make progress
- setting targets on Intervention Tracking Sheets and discuss these with parents and pupils
- The use of relational policy and of use of PACE (Playfulness, Acceptance, Compassion and Empathy) to
- Ensuring positive, trusting and consistent relationships

Intervention is carried out by the school and is 'additional to or different from' the usual

differentiated curriculum. It can take the form of:

- using different learning materials in the classroom

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- adapting lessons to meet the child's needs
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- support staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Just as every child has different needs, so too are the needs of children who have special educational needs differ for each child. It will be for the Class Teacher, with support from the Teaching Assistant, SENDCO and Senior Leadership Team, to decide what the most effective frequency and timing of support is for each child who has special educational needs.

You can access our COS Federation Accessibility Policy and Plan on the school website: https://www.stjamesmanchester.co.uk/policies1.html

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps and Personal Learning Plans to measure progress
- Work in partnership with any external agencies that may be involved
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

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The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

The expectation is that all schools provide an inclusive provision for all students. It may be necessary for some students to receive interventions in addition to a broad and balanced curriculum. All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs. All students are encouraged to go on our school trips, including our residential and school trips. All students are also included in our variety of pillars, allowing them the opportunity to access a wide range of additional experiences outside of the classroom environment. All students are encouraged to take part in sports day, school plays, special workshops with external companies and agencies. No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the student in the activity. This includes modification of schedules, additional adult support or specialist equipment.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Decisions on the admission of students with an Education, Health and Care plan are made by the Local Authority in consultation with the school. The admission arrangements for students without an Education, Health and Care Plan do not discriminate against, or disadvantage disabled children or those with special educational needs.

If your child has SEND and you are prospectively looking for them to attend St James' C of E Primary School, we encourage you to arrange a visit to meet with the SENDCo to tour the school but to also discuss how their needs could be met if they attended.

13. How does the school support pupils with disabilities?

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils, which sets out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

At St James, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, ADHD, speech and language needs, visual impairment, hearing impairment, autism, learning difficulties and social emotional and mental health difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational needs: autism, speech and language needs, hearing impairment, Global Developmental Delay and social emotional and mental health difficulties.

Inclusion for Disabled Pupils:

All pupils have access and opportunities to participate in school visits/clubs and school activities through reasonable adjustments. We have a disabled toileting facilities and additional facilities in Early Years for children who require additional help with changing/toileting.

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14. How will the school support my child's mental health, and emotional and social development?

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, through direct teaching, for instance in assembly, RE, Citizenship and PSHE lessons. Additionally, students are supported indirectly with every conversation adults have with pupils throughout the day. Additionally, students are supported indirectly with every conversation adults have with students throughout the day.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN
- We run a nurture club for pupils who need extra support with social or emotional development during lunchtimes
- Through the use of PACE and relational policy

We have a 'zero tolerance' approach to bullying. Our anti-bullying policy can be found on our website or a copy can be requested from the school office.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Transition meetings are in place between the current and future teachers.
- New class teachers will meet with the SENDCO to ensure they have all the information about that child that they need
- Parents are offered a meeting with the new class teacher and SENDCO, if they have any concerns
- If required, transition booklets are sent home at the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENDCO or transition lead of the secondary school will come into our school for a meeting with our SENDCO/Year 6 teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Bespoke transition plan in place if this is required
- PSHE lessons around transition and change

16. What support is in place for looked-after and previously looked-after children with SEN?

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Mrs Shabana Esa (Head of School) will work with Michelle Young our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy which can be found on our website:

https://www.stjamesmanchester.co.uk/policies1.html

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

https://www.hsm.manchester/directory/advice.page?id=aCdtxH6FcPw

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Manchester local offer. Manchester publishes information about the local offer on their website:

https://www.hsm.manchester/directory/localoffer.page?localofferchannel=0

Our local special educational needs and disabilities information, advice and support (SENDIAS) services

https://www.iasmanchester.org

Local charities that offer information and support to families of children with SEND are can be found on the SEND Local Offer Information Hub on their website:

https://www.hsm.manchester/directory/advice.page?id=dAj4dwQrXXw

National charities that offer information and support to families of children with SEN include:

- IPSEA

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- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **PACE –** playfulness, acceptance, compassion and empathy
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disability co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

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- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEND support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

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