



ST JAMES
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

SEN Information report 2021

Written by:	Laraibe Mahmood (SENDCo)	Date: September 2021
Approved by:	Lisa Belfield (Head teacher)	Date: September 2021
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St James C of E Primary School

SEN information Report

2020-2021

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1. Aims

At St James Church of England Primary School where we ***dream, believe, learn and achieve***, we strive to include all pupils including those with Special Educational Needs and Disabilities (SEND).

This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they achieve and realise their full potential.

Our SEN information report aims to address the needs of all pupils with Special Educational Needs and Disabilities. It includes information for identifying, assessing and making provision for pupils with SEND.

2. The kind of SEN that are provided for

The broad area of SEND needs are categorised mainly within four areas. They are listed below with some examples. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction
Autistic spectrum disorder, Asperger's Syndrome, and Speech, language and communication difficulties.
- Cognition and Learning
Dyslexia, dyspraxia, specific learning difficulties, moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties.
- Social, Emotional and Mental Health
Social, emotional and mental health difficulties and attention deficit hyperactivity disorder (ADHD).
- Sensory and/or Physical
Hearing impairment, visual impairment, multi-sensory impairment and physical disabilities.

These difficulties can be in isolation or be complex – having needs in two or more of the above areas.

3. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments (half termly and termly) of progress for all pupils through teacher judgement and our assessment system PiXL. Teachers will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Child's previous rate of progress is working below the expected for their age related expectations

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, we will start with the 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. At St James we explore avenues to close the gap of learning within classroom based teaching and learning such as 1:1 or group interventions. However, where this is not suitable, the class teacher will consult the SENDCo for advice and the possibility of having an Individual Educational Plan (IEP) in place.

Through this process parents or carers will be consulted and will have the opportunity to respond with their views regarding the desired outcomes and targets for the child. Parents will give signed consent that they have been notified about the IEP and wish their child to receive this 1:1 by teaching professionals during school time.

If this is insufficient for the pupil and progress is hindered due to the pupil's need/s, the class teacher will consult the SENDCo and parents. Specialist provision will be put in place to ensure the pupil is accessing learning through a provision map, differentiated learning, personalised targets, and range of teaching methods, strategies and resources etc. Other agencies may also be involved during this stage dependant on the complexity of the pupil's need/s.

4. Consulting and involving pupils and parents

If a pupil is assessed and identified as a pupil with SEN or additional needs parents or carers will be notified. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

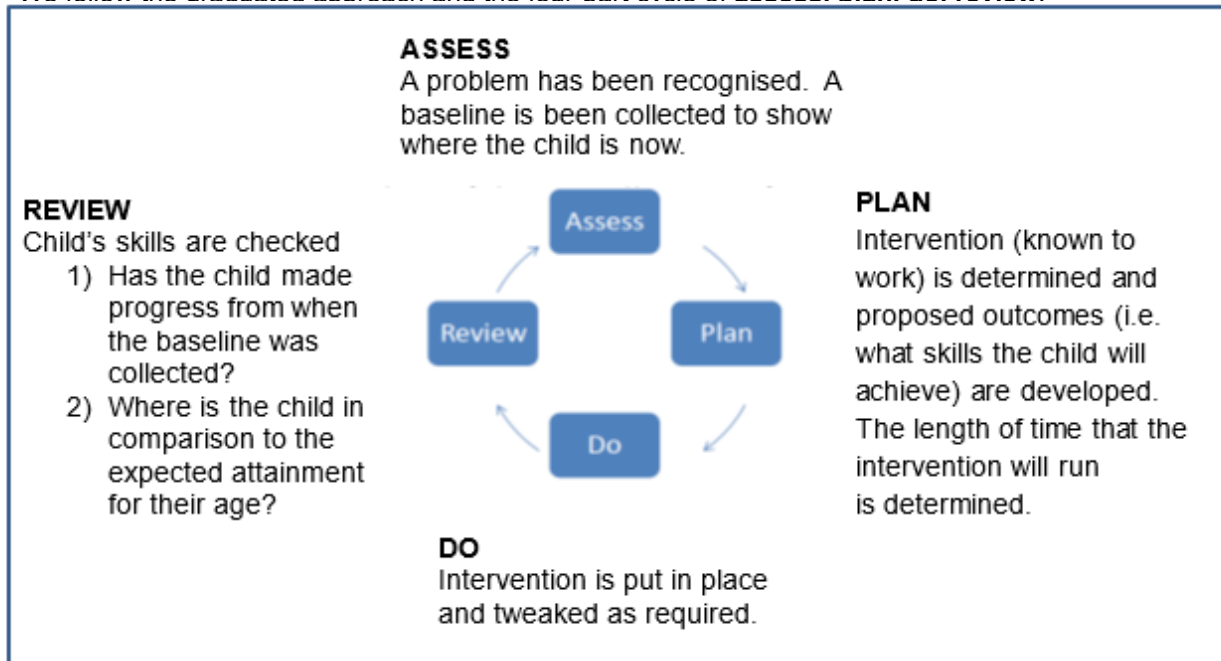
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support and the provision in place.

5. Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess. plan. do. review.**



The graduated approach, also known as 'SEND Support' is a **way of helping to identify the needs of children** and young people with Special Educational Needs and Disabilities (SEND). It provides the most effective support to help them learn and progress.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6. Supporting pupils moving between phases and preparing for adulthood

At St James, pupils experience transition when moving from Key stages: Key stage 1 to Key stage 2 and Key stage 2 to Secondary school. We will share information with the school or the other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When moving phases within the school, pupils will receive a transition session which will help support them into their new class and new teacher. This will allow pupils to prepare for change.

When transitioning to secondary school, pupils will be invited to an induction day at their new school. This will be beneficial for both the pupils and teachers before the pupil enrolls to ensure they have a clear understanding of the pupils needs.

7. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching and quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. These teaching styles emphasis on individual and inclusive teaching for all pupils in a class. It also includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others.

We will also provide interventions suitable for the pupil, below are some examples:

- PiXL therapies
- Read write inc
- Fresh start
- Precision teaching
- 1:1 targeted support
- Game based learning
- Experiential learning

8. Adaptations to the curriculum and learning environment

As a school we adapt a flexible approach to making adaptations to the curriculum and the learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Backing display boards in dyslexia friendly colours e.g. blue and red.
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

9. Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when required to suit the pupil/s.

Teaching assistants will support pupils in small groups when it is relevant to their needs.

We work with the following agencies to provide support for pupils with SEN:

- Aspire Behaviour management
- CAHMS (Children and adolescent mental health services)
- Counselling services
- Ladywood
- Fort Alice
- Integrated services

10. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly and termly
- Using pupil questionnaires

- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

11. Support for improving emotional and social development

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

- Access to the nurture group led by the learning mentor
- Extra pastoral support arrangements for listening to the views of pupils
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN have equal opportunities to be chosen for being a prayer space leader, junior leader or a member of the eco team
- Pupils with SEN are also encouraged to be part of extra-curricular activities to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

12. Staffing and outside agencies

At St James we currently have the support of one HLTA (higher level teaching assistant), several Teaching Assistants with varied qualifications and expertise, 1 Learning Mentor to assist teachers on a daily basis. This support is given to all children whom we feel will benefit from this, children at School Support and beyond will receive targeted support from a named member of staff. School also buy in the support of a Speech therapist for those children with speech difficulties.

Time is available where the SENDCo can offer advice in planning and support for both children and staff regarding implementation of the schools SEND Policy.

- Other Local Authority Support Services such as:- ASPIRE, Ladywood Outreach, Educational Psychologist, Special Needs Assistants (S.N.A.), counselling services, Fort Alice, CAHMS (Children and adolescent mental health services) are also working in school on a regular basis to support children with SEND.
- Teaching Assistants are employed to concentrate on children who it is felt will benefit from a more concentrated focus 1-1 / small group work.

- Learning Mentors will work with children with EBD / access issues.
- Links with health, social services e.g. school nurse.

13. Complaints or raising concerns about SEN or SEN provision

If a parent has any complaints about SEND provision for their child they should first arrange to see the class teacher to discuss their concerns. If a parent is still not satisfied then the SENDCo-ordinator and the Principal may become involved.



The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination.

14. The local authority local offer

For further help and support, please look at the Local Authority's website and their Local Offer:

- <https://www.bolton.gov.uk/special-educational-needs-disabilities/special-educational-needs---local-offer>
- <https://www.mylifeinbolton.org.uk/localoffer/>

