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## ***Special Educational Needs***

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### **The Academy at St James Special Educational Needs and Disabilities (SEND) Local Offer**

We are a fully inclusive school that ensures all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN. This is based on an Assess-Plan-Do-Review 3 range structure. The 3 Range Structure for each area of SEN.

Our local offer is intended to give you the information regarding the approaches we use to ensure all of our pupils are supported, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Pupils are identified as having SEND when they have a greater difficulty in learning than the majority of children of the same age and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the areas of the Local Education Authority. Once we have identified a pupil as having SEND we work collaboratively with the family and appropriate agencies, implementing specific needs-based plans and pupil profiles, which support the pupil's development and accelerate progress.

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## ***School SENCo Contact Details***

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If you would like any further information about what we offer at The Academy at St James then please do not hesitate to contact us directly.

The Academy at St James' SENCo is Ruthi Thompson/Suzanne Harrison and can be contacted at school or through the main office at [office@academystjames.com](mailto:office@academystjames.com)

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## ***Pupil Support and Guidance***

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- At The Academy at St James we aim to hold the needs of pupils and parents at the heart of our decision-making. Wherever possible ensuring high quality individual education provision that is carefully planned around the specific needs of each pupil.
- Our individual education plans put a high emphasis on understanding and addressing pupils' wider needs, thus resulting in a more personalised approach.
- We strongly believe in working in partnership with parents.

- We have an experienced and highly motivated staff team which comprises; class teachers, classroom support and pastoral team.

### **Who is Responsible for SEND Provision?**

All St James' staff are involved in and committed to providing education and support for SEND pupils in some way. The class teacher has general day to day responsibility for your child. This is then co-ordinated with the Special Needs Co-ordinator (SENCO) ensuring that academic, social and emotional support is provided should your child require it. Your child will be given time to communicate and discuss issues that are worrying them and proactive plans to support development will be put in place. Differentiated work may be provided in lessons and staff will provide a style of support which promotes independence. Pupils an Educational Health Care Plan are supported by the class teacher and where appropriate, designated staff members will be identified.

**If you are concerned about your child please contact their class teacher or one of the staff listed below:**

- Mrs Ruthi Thompson – Deputy Head/ Foundation Stage and Key Stage One Leader/Interim SENCo
- Mrs Donna Langley- Assistant Headteacher - Key Stage Two Leader
- Any enquiries about SEND provision at The Academy at St James should be made to Mrs Suzanne Harrison (SENCo) or Mrs Ruthi Thompson (Interim SENCo) or our Governor with responsibility for SEND.
- Any safeguarding enquiries should be made to Mrs Becky Albentosa (Designated Safeguarding Lead)
- If you are still concerned, please contact Mr Chris Tolson (Head Teacher)

All are contactable through the school office – 01274 777095/ [office@academystjames.com](mailto:office@academystjames.com)

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## ***Special Educational Provision for pupils with disabilities and additional educational needs***

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### **Admissions**

At The Academy at St James we look at the educational needs of a pupil with disabilities and, in liaison with all other professionals involved with the pupil, plan a comprehensive learning package, which will allow for measurable learning opportunities to be put in place. This means that the pupil and all adults involved in supporting that pupil will meet to plan the educational provision best suited to the needs of the individual pupil. At all times we will work closely with parents to ensure that their child receives the very best educational experience that The Academy at St James can offer.

### **Discrimination**

At The Academy at St James we have an Equal Opportunities Policy, therefore every pupil is provided with equal opportunity to access all aspects of our curriculum. The Academy at St James welcomes any suggestions as to how we can further improve this area.

### **Access**

The Academy at St James is all housed in one building and is contained on one site. The school is all on one level and can be accessed through a number of entrances. We have ramp access and have facilities to accommodate physical disabilities, such as disabled toilets. We have made adaptations to parts of the building following advice from external agencies.

### **Additional Educational Needs**

The Governing body is regularly updated about the provision and progress of pupils with additional educational needs. They are confident that SEND pupils who are currently on roll at The Academy at St James will be provided with the correct level and nature of support to cater for their individual educational requirements. The Governing body are informed of any changes of policy which may affect the education of pupils with additional educational needs, and in what way the school will respond to those changes.

### **Role of all staff at The Academy at St James**

All staff at The Academy St James have high expectations of all pupils, and use their knowledge and experience to enable all pupils to achieve the learning objective in lessons. Teachers plan lessons to make effective use of additional staff, aiming to maximise learning opportunities and ensure their impact is significant in contributing to the learning and achievement during lessons.

As a school we provide small group and one to one intervention sessions which are linked directly to the pupil's Individual Education Plan. These include; Precision Teaching, Nurture Group, Speech and Language Therapy.

### **External Agency Links**

The Academy at St James works in partnership with many different agencies and support organisations. This level of collaboration means that a supportive plan can be developed to meet your child's needs both in and out of school.

We regularly host meetings to monitor the provision and make changes, when necessary, to the SEND provision plans. This provides an opportunity for you to be updated about the progress of your child and ask any questions you may have.

In order to quickly identify and meet the needs of pupils with speech, language and communication difficulties we have a commissioned Speech and Language Therapist who holds sessions in school once every two weeks.

We also access support from the Educational Psychology Service to ensure that pupil's needs are met.

### **Listed below are some of the outside agencies with whom we work collaboratively:**

- Bradford Children's Services Special Educational Needs Team
- Bradford Children's Services Early Years Team
- Bradford Children's Services Autism Spectrum Team
- Bradford Children's Services Hearing Impairment Team
- Bradford Children's Services Learning Difficulties Team
- Bradford Children's Services Physical Difficulties Team
- Bradford Children's Services Social, Emotional and Mental Health Team
- Bradford Children's Services Educational Psychology Team
- Speech and Language Therapy Service
- Child and Adolescent Mental Health Service (CAMHS)
- Families First

We also have a children's counsellor who works with identified children within school once a week.

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## ***SEND CPD for Staff***

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**All staff members have on-going training in a range of special educational needs and disabilities.**

- Current whole school training is currently focusing on developing children's vocabulary
- We have a number of staff who have received training to support children with speech, language and communication needs (SLCN).
- Staff members supporting pupils with physical and medical needs receive specialised training which is specific to their particular responsibilities.
- We have a number of staff in school who are trained in adult and child mental health first aid.
- We have a nominated Mental Health Champion in school and several staff who are completing a CACHE Level 2 Children and Young Peoples Mental Health Course

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## ***Provision for Designated SEND Pupil Groups***

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**LOOKING AFTER THE LEARNING PROGRESS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES BY:**

- Ensuring that all pupils with special educational needs/disabilities are provided with the opportunity to achieve personal, social, emotional and academic success.
- Advising all staff about the individual needs of pupils with special educational needs/disabilities.
- Assessing pupils to ensure that the most appropriate access arrangements are put in place during formal assessment periods/ exams.
- Providing additional out of lesson activities to progress individual pupils and groups of pupils.
- Co-ordination of class support to ensure that all pupils with SEND achieve appropriate academic progress in line with target levels.

**LOOKING AFTER THE LEARNING PROGRESS OF PUPILS WITH TEMPORARY/LONG-TERM MEDICAL NEEDS BY:**

- Supervising and recording the administration of prescribed medicines.
- Completion of health care and medical support plans for individual pupils.
- Ensuring that correct procedures are applied when administering medicines during school trips/visits.
- Providing opportunities for staff to be trained to supervise diabetic, epilepsy and severely allergic pupils.

**LOOKING AFTER THE LEARNING PROGRESS OF PUPILS WHO ARE IN THE CARE OF BRADFORD OR NEIGHBOURING LOCAL AUTHORITIES BY:**

- Monitoring academic progress every half term.
- Attending review meetings.
- Maintain close liaison with carers, Children's Services and parents.

**LOOKING AFTER THE LEARNING PROGRESS OF PUPILS WHO HAVE BEEN PLACED ON THE CHILD PROTECTION REGISTER BY:**

- Ensuring that confidentiality is maintained and that the pupil is provided with a discreet and confidential individual support package within the school setting.
- Attend core group meetings to ensure protection plan is adhered to.
- Liaise with other professionals.
- Key/Trusted adults available during the school day to provide support for the pupil if required.

**LOOKING AFTER THE LEARNING PROGRESS OF PUPILS WITH TEMPORARY/LONG-TERM BEHAVIOURS WHICH IMPACT ON THEM ACCESSING FULL TIME MAINSTREAM EDUCATION BY:**

- Provide opportunities/additional staff/counselling/pastoral/social and emotional support to identified pupils in order that they are able to access mainstream curriculum lessons. This may be under the supervision of external agencies.
- Providing positive behaviour plans and individualised programmes for pupils so that they will achieve academic success as well as social/emotional support to address overcoming learning barriers.

**LOOKING AFTER THE LEARNING PROGRESS OF PUPILS WHO ARE EXPERIENCING DIFFICULTIES IN MAINTAINING PROGRESS BY:**

Progress of individual pupils with Special Educational needs or Disabilities are specifically monitored by SENCO. Where necessary all professional agencies involved with the pupil meet with pupil and parents/ carers to discuss and agree a way forward to provide support for learning progress.

Does my child have a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

**A physical or mental impairment includes:**

- Learning difficulties
- Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema
- Specific learning difficulties, including dyslexia, autism, speech, language and communication impairments

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

A young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

**A young person has a learning difficulty or disability if he or she:**

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school?

If you would like to discuss your son or daughter please contact Mrs Suzanne Harrison (SENCO)

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***Teaching, Learning & Assessment***

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We use a wealth of data collected by all staff members involved with a child and the SENCO in order to accurately track pupil progress. Your child will be set challenging targets in order to promote an

accelerated rate of learning. Our challenge is to support your child in attaining the targets. We share examples of good practice during staff training/meetings and subject specific meetings. Moderation of pupils' work takes place on a regular basis. Sharing information enables colleagues to work together to overcome learning barriers.

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## ***Complaints***

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If a parent or carer has any concerns or complaints regarding the care or welfare of their child/ren, an appointment can be made to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint. A copy of our Complaints Policy can also be found on our Policies page of the website.