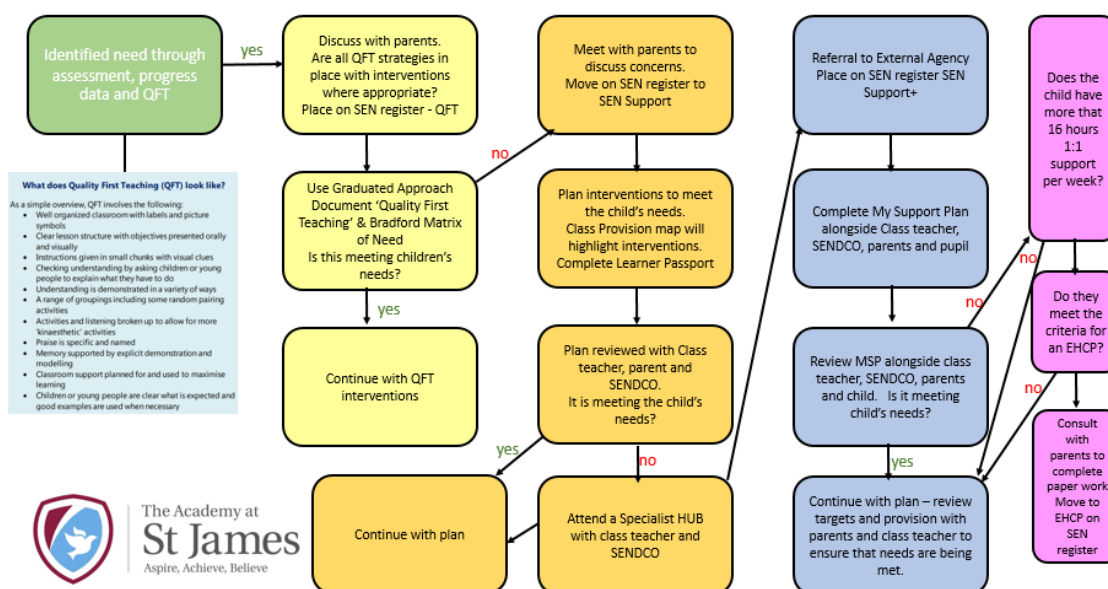




Academy at St James' SEND Strengths

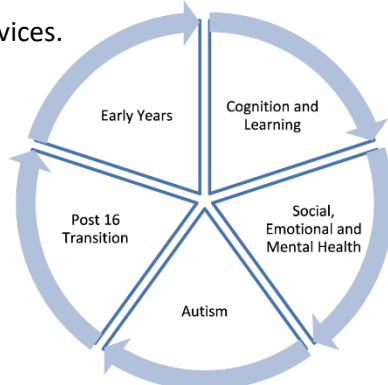
- * Our school prides itself on setting **high expectations for ALL pupils**;
- * Staff **know the children** well and staff understand that it is **everyone's responsibility** to support, know and understand their children;
- * **Plan, Do, Assess, Review cycle** is now in place and this is ensuring a smooth approach to SEND in school;
- * The **Graduated Approach** to SEND is in place and successfully implemented and all staff follow the school flow chart to implement the correct support for all children.



- * The **leadership and management** within school is strong and promotes a culture of **inclusion** across all subjects and experiences;
- * There is a **wide range of expertise** within school and a **wealth of experience** that all staff can utilise.
- * We have **solid links** with parents who are **crucial** to the **progress** and support that our children receive.
- * The new **Learner Passports** are embedded in school. These allow a holistic view of the individual child – the way they work, adaptations that a child may need and support the children in the best possible way.
- * Parents are **involved** with **every aspect** of their child's learning with regular reviews for Learner Passports, My Support Plans and EHCPs.
- * We have **strong communication links** with parents through daily discussions, phone calls, dojos and an open door policy.
- * We link **collaboratively with external agencies** and have positive relationships with all agencies.
- * We recognise the children's **widely varying needs** and **starting points** and adapt our curriculum to suit **individual needs and abilities** while still including children in whole class learning.
- * Every child within our school is **included in all trips, activities and extra curricular activities** – we will **adapt, evaluate and risk assess** to ensure that every child can be included despite their needs and abilities.

The Academy at St James' changing needs

Over the past couple of years we have seen a big difference in our SEN cohort. We have seen a dramatic increase in the number of children entering our school with additional needs. We have had to react quickly and effectively to ensure that these children are getting the support that they need. This has involved carrying out numerous referrals to the 0-25 Inclusive Education Services who have supported us with the following services.



We have worked closely with the team to ensure that children's needs are quickly met and adapted to and support is provided quickly. We have built relationships with key individuals from the main services which enable conversations regarding children to happen quickly and effectively.

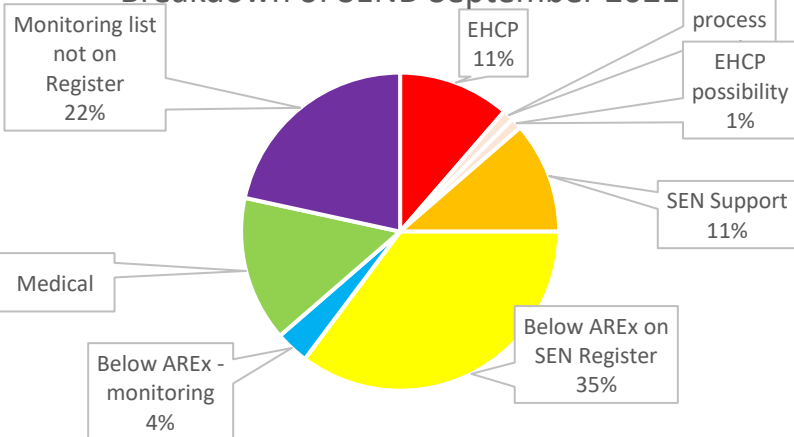
We have also managed to secure **additional funding** for Nursery children from the **Early Years Inclusion Funding Team** to enable us to provide them with 1:1 support with their SEND needs. This funding have proven invaluable to ensure that the children in our EYFS get the support that they need as quickly as they can.

Our links with the SEMH team have continue to grow. We have utilised the SEMH links to ensure that children have been supported with their developing and ever changing SEMH needs. We have worked very closely with Sara Burgess/ Sharon Carr from the SEMH team to support with EHCA's and links with relevant external agencies. This effective partnership has enabled children to be referred to the correct support service to ensure that their needs are being met.

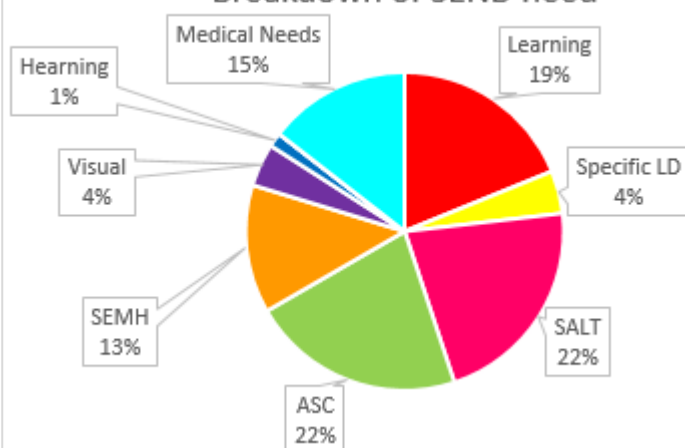
Our current SEND overview:

	TOTAL	% of register	N1	N2	R	1	2	3	4	5	6	% of school
EHCP	10	14.49				3		1	3	1	2	3.39
EHCP in process	1	1.45			1							0.34
EHCP possibility	1	1.45					1					0.34
SEN Support	10	14.49					2	2	4		2	3.39
Below AREx on SEN Register	31	44.93	2	2		6	6	4	5	4	2	10.51
Below AREx - monitoring	3	4.35		1	1					1		1.02
Medical Needs	13	18.84	1	1	2	1	1	2	4	1		4.41
Monitoring list not on Register	19		2	1	1	3	2	2	2	4	2	
Number of children in each Year Group	69		3	4	4	10	10	9	16	7	6	23.39
% OF YEAR GROUP ON SEN register												

Breakdown of SEND September 2021



Breakdown of SEND need



Our Revised Initial Concern/ Referral Process

We have, as a school, been thinking about how we identify SEND and provide staff with the resources and advice to aid this process. Key to this process has been to consider what Quality First Teaching (QFT) really looks like and accountability of each class teacher and member of staff in this way.

The Initial Concern form, which were introduced in April 2020, and the process that this takes incorporating a Plan, Do, Review Cycle are now fully embedded across school. This is enabling parents and teachers to ensure that the children are getting the support that they need as quickly as possible. Staff are now more confident in following the flow chart at the start of this document to ensure that there is a consistent approach to SEND across school.



The Academy at
St James
Innovative. Ambitious. Believing.

The Academy at St James Initial Concern Form SEND

To be completed by the class teacher with discussion with the parent

Name of Pupil:	Date:
Class/Year Group:	Class teacher:
Start date at our school:	Attendance:
Pupil's Strengths:	
Concerns (When did you first have concerns? Any initial assessment GUGG00660)	
What are the GUGG00660 needs/ barriers to learning?	
Plan: What steps have you taken to address these concerns?	
Parental Comments:	
Do: QFT – how have you adapted your teaching to meet the GUGG00660 needs?	

Do:	Review:
Actions Taken	Date:
	Outcomes/ Impact
	Date:

This document should be returned after 8 weeks with the class teacher and parent. A discussion

Learner Passports

All children who are working at SENS have a learner passport which were introduced in January 2020. These provide a holistic approach to the whole child and are providing the bigger picture around the child. These also incorporate Pupil Voice and Parental reviews. These documents are a working document – they can be adapted, changed and evaluated as needed to meet the every changing needs of individual children. They are also proving helpful for those children who are moving to SENS+ to provide evidence for needing an EHCP.

Name:		Learner Passport			The Academy at St James		
D.O.B:	PICTURE OF CHILD	Class Teachers:			Date:		
Year Group:		Medical information			Care Plan		
Additional info:					Yes <input type="checkbox"/>		
Toilet pass <input type="checkbox"/>	Laptop <input type="checkbox"/>				No <input type="checkbox"/>		
Lift pass <input type="checkbox"/>	Glasses <input type="checkbox"/>						
Overlays <input type="checkbox"/>							
Leave lesson early pass <input type="checkbox"/>							
Other IT equipment <input type="checkbox"/>							
Additional equipment <input type="checkbox"/>							
		Need 1	Need 2	Need 3			
I can:		I need:		Targets:	Who can help me:		
How did I get on?							
Child's view		Parent's View		Teacher View		SENDCo's View	
Parents Signature _____							

Individual Support

Since September 2019, we have linked up with the charity <http://www.equipped4learning.org.uk/>. They have supported 2 individual children and provided them with an e-reading pen to help then after diagnosis's of Dyslexia. This has had a massive impact on these children and were are very grateful for the support that we have had from the team at E4L.

Paper Trail Review

All of our SEND documents (as far as possible) are stored on CPOMS. This is ensuring that all documentation is stored in one central system and minimises the chances of documentation become lost. This also ensures that key members of staff have the 'whole picture' of a child and allows better team working around specific families within school.

We no longer hold **SEN files in the classroom** as we felt that these were taking up too much time to upkeep and manage. All documentation is sent to members of staff using **CPOMS**.

All transferring of documentation to new schools is completed through CPOMS, which means a smooth and seamless process.

Parent Information/ Website

The SEND section of the website provides all of the information that people need about SEND at our school in a simplified layout. We have also created a new Parent Advice Leaflet which gives an overview of SEND at our school

<https://academystjames.com/wp-content/uploads/2020/05/parent-support-leaflet.pdf>

Latest Ofsted inspection

The school was graded GOOD with OUTSTANDING leadership and management in April 2022. The Ofsted Inspectors said:

"The special educational needs coordinator knows the school and community well. Meeting the needs of pupils is the key driver in the work undertaken. Pupils with special educational needs and/or disabilities have high aspirations, which are supported by staff who have high ambitions for all pupils."

We are very proud of the work that we do in school to support all of our children and the progress that they make in school, no matter their starting points.

Staff training

There has been a number of external training courses for staff across school.

EYFS team have been awarded the Communication Friendly Setting Status after completing their training.

EYFS had a 2 day bespoke training session focussing on Autism and supporting the increased number of children in school who have an ASD diagnosis.

Whole school training (5 hours) on Dyslexia and setting up Dyslexia friendly classrooms.

We are currently working alongside the Cognition and Learning Team to provide bespoke training, advice and support for staff and pupils in school.

We are also signed up to attend the Fundamentals of EYFS training with the SCIL EYFS team.

Next Steps

To deepen understanding of cognition and learning difficulties across school with support from the SCIL team.