



SEN Information Pack
St James' CE Academy
Dorchester Road
Bransholme
Hull
HU7 6BD

Headteacher: Mrs A Devaney
January 2021

SENCo: Mrs L. Dobson

SENCo deputy: Mrs C. Moore

Date of last review:

Date of next review: Ongoing

Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN Code of Practice 2014

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

1. Special Educational Needs for Which Provision is Made

St James’ CE Academy currently supports children who have a range of special educational needs (**SEN**). The Code of Practice 2014 describes four broad areas of SEN

1. Communication and Interaction, including speech, language and communication needs (**SLCN**) and Autism Spectrum Disorder (**ASD**).
2. Cognition and Learning, including severe learning difficulties (**SLD**), profound and multiple learning difficulties (**PMLD**), Specific Learning difficulties (**SpLD**), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (**ADD**), attention deficit hyperactivity disorder (**ADHD**), as well as other issues that are rooted in mental health.

4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

St James' CE Academy has direct experience of supporting children with all of the above with the exception of MSI; where we would invest in time and training for our staff to ensure that any child in our care receives the support they require to meet their individual needs.

2. Policies for the identification and assessment of pupils with SEN.

At St James' CE Academy we recognise that early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- a. Evidence obtained by teacher observation/assessment: upon entering school each pupil's current skills and levels of attainment are assessed. At the same time, any evidence that a pupil may have a disability is also considered in line with the Equality Act 2010, and if this is so, appropriate reasonable adjustments are made.

In Foundation Stage, the children undergo observational assessment to achieve a baseline from which future progress is measured. They will also undergo speech language and communication assessment using the progression tool. The children in Year one undergo formal phonic screening; in Year 2 and 6 pupils' performance is measured through statutory assessment tests (SATS) as well as through teacher assessment; the children in Y3, Y4 and Y5 also take part in the Optional SATS. The children in Y4 also take part in the Multiplication Tables Check during the Summer term. The NFER reading tests are used to give a baseline reading age at the beginning of each academic year, the children are re-tested in July.

- b. Pupils with suspected special educational needs on entry to the school will be observed, to determine possible area of need. The school will liaise with any previous setting to ensure a clear overview of the pupil's needs is obtained. Following this, a range of targeted assessments are employed; these may include writing and reading screening tests (for instance the Duncan word test), Sandwell Numeracy test, Speech, Language and Communication progression tool as well as MAT, BPVS, Sheffield dyslexia screening, and fine and gross motor screening profile.
- c. Any children with suspected special educational needs will first have had access to high quality teaching and differentiated lessons which are targeted to their specific, identified needs. If however the child's performance continues to be a concern, the class teacher will make their concerns known to parents/carers and alert the SENCo. Additional support will be quickly put in place while the class teacher and SENCo consider all of the information gathered within school about the pupil's progress and needs. To support this, a range of assessment tools will be used. The SENCo will hold discussions with parents/carers and the child to get their views so that a rigorous, measureable intervention can be designed and put in place to support the child's individual needs. The

effectiveness of the support and interventions, and their impact on progress, will be reviewed in line with an agreed time scale.

- d. Any staff working with children with special educational needs will receive appropriate training to ensure they deliver the high quality support.
- e. For those pupils who do not make adequate progress through the graduated approach further assessment by external agencies, such as the Educational Psychologist, IPASS, Northcott Outreach and Speech and Language Therapy Services may be necessary. Any referrals are made only after a discussion with the child's parents/carers.

3. Policies for making provision for pupils with SEN

The policies outlined in this section apply to all pupils with SEN, whether or not they have **EHC Plans** (Education, Health and Care Plan).

- a) The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the SEN provision for these pupils is evaluated by ensuring that they make adequate progress. Parents and children are invited termly to discuss their progress with the class teachers and the SENCo. If however an SEN intervention programme is delivered over a specific time period, the review may be held earlier.
- b) Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a half termly basis in all their subjects in line with the whole school policy of half termly assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.
- c) The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at St James' CE Academy include:
 - Wave 3 1:1 Reading Support Programmes (delivered by trained TA's)
 - Wave 3 1:1 Numeracy Support Programme (delivered by trained TA's)
 - LEXIA
 - Fine and gross motor skills programmes (BEAM and Clever Fingers)
 - Friendship groups

- Social groups including “Construction” therapy
- Dyslexia support
- Speech and Language Interventions
- Multi-sensory phonics
- Working memory programmes

All staff member, who delivers any intervention programme, receive training either from external agencies and organisations or in-house to ensure all interventions are delivered effectively. All interventions are subject to a monitoring cycle.

Within school SEN support may include:

- (i) In class support, where a teaching assistant may support one or more children to understand the content of the lesson.
- (ii) Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils
- (iii) One to one withdrawal, where there may be a targeted support in their specific area of need.

d) Additional support for pupils with SEN is provided in the form of:

- (i) In-class TA support
- (ii) Social skills groups where appropriate.

e) Children with medical conditions have an Individual Health Care Plan. This is written with the support of Parents/Carers and any other advisory agency. It is reviewed annually, however it may need to be updated more frequently depending upon the individual’s needs. Once the Individual health Care Plan is written and agreed by parents/carers a copy is circulated to parents/carers, class teacher, TA’s, school’s administration staff, lunchtime supervisors, headteacher, SENCo and any other adult within school who needs to be aware of any procedures to follow in case of an emergency. In the case of an emergency the school will ring 999 and then the parents.

If a child requires specialised medication to be administered in school, training by the appropriate medical professionals will be arranged.

If a child requires medication, parents/carers must complete and sign a medicines form, a strict medicine administration protocol is followed. Full details are available in the schools’ Medication Policy.

f) Children with specific needs may require visits from professionals from outside agencies to be held within school. This will be arranged upon receipt of a letter giving details of the date, time and the name of the visiting professional, and a room will be made available, as will any adult who may be required to be

present for training etc. All visitors to school will be required to provide identification.

- g) Additional support is provided for pupils with emotional and social needs in the form of a learning mentor, who is available for all pupils in the school including those with special educational needs. St James' CE pupils and parents also have access to a clinical nurse, who is an experienced emotional and well-being practitioner who visits the school every three weeks.
- h) A variety of extra-curricular activities are held throughout the year in school, these include dance, a range of sports, art and book clubs. All children, including those with special educational needs, are encouraged to participate. Lunchtime sports clubs are also run throughout the year. A breakfast club is available every morning and all children can attend. All of these extra-curricular activities are currently available at no charge to the families. Friendship groups are run in school to help support children develop a circle of friends; Buddies are on the playground at playtimes and lunchtimes to offer help if a child is in need. All Year 6 children are invited to attend early morning Booster Classes from September of each year.
- i) The school has a School Council and all children are encouraged to stand for election. Meetings with the councillors are held regularly in class, where every child has the opportunity to ask questions and voice their opinions.

4. Contact details of the SEN Co-ordinator.

SENCo name: **Mrs L Dobson**

Contact Telephone number: **01482 825091**

Email: ldobson@stjameshull.co.uk or : office@stjameshull.co.uk

Email is often the most effective way of contacting the SEN Co-ordinator or via the telephone Tuesday to Thursday.

Due to COVID-19 restrictions meetings with the SENCo will be held via the telephone or using an on-line virtual meeting platform. If a face to face meeting is needed it will be carried out under strict COVID-19 guidelines, e.g. face coverings, socially distanced and in a well ventilated room etc.

Communicating with Parents/Carers:

Parents/Carers are always welcome to discuss their concerns about their child's needs.

- Contact face to face via Early Morning Open Door - Tuesday and Wednesday 8.00 am to 8.45 am - **not currently available due to COVID-19 restrictions.**

- Via Telephone Tuesday, Wednesday and Thursday.
- Pre-arranged appointments, via telephone and on-line platform due to COVID-19 restrictions.
- Email
- Parents' Evenings - SENCo is available to meet with parents, when COVID-19 restrictions are eased.
- Parents/Carers are invited to Annual Review, currently via telephone or an on-line platform; twice yearly (January and June) progress reviews, to be held via the telephone during COVID-19 crisis; individual reviews are carried out following an intervention when possible due to COVI-19 restrictions.

Feedback from Parents/Carers is always welcome. At the conclusion of each progress review, parents/carers are requested to complete a questionnaire to ensure that the quality of our SEN provision continues to improve, this will be sent out via email during the COVID-19 crisis.

Should any parent/carer require support completing forms or paperwork, then the school will be happy to assist. Parents/carers should contact either the SENCo directly or ask at the school office.

5. Expertise and training of staff in relation to children and young people with special educational needs

The SENCo holds the **Post-graduate Advanced Certificate in Inclusive Education** and is trained to deliver **Reading Recovery, Fischer Family Trust Reading Intervention** and **Numbers Count** programme within school.

All KS1 and most KS2 teaching assistants have undergone **Fischer Family Trust** training to support in the delivery of reading interventions. The SENCo has delivered in-house training - **reading, reading assessment, guided reading, numeracy, including Dyscalculia, attachment theory and Foetal Alcohol Spectrum Disorder** . All teachers and teaching assistants have attended **speech, language and communication training** delivered by a Speech and Language Therapist, and **ASD training** delivered by Northcott Outreach support within school. Some staff, who work with particular individuals or groups, may be identified as requiring more intensive and rigorous training courses provided by outside agencies or organisations, for instance **ASD** and additional **speech, language and communication needs**. Our staff receive training from outside support agencies when necessary, including outreach and transitional support. Staff have undergone specific training to meet the needs of individual children within school, for instance **physiotherapy, asthma, social and emotional and ICT**, as well as **first aid**. All staff have undergone **safeguarding and epilepsy training**.

All staff are encouraged to identify their training needs. As appropriate courses become available staff are directed to them. The staff attend training courses provided by the Local Authority and other outside support agencies. All new staff working with children with special educational needs receive training to ensure they offer the best possible support to those children. St James' CE Academy has an ongoing programme of SEN CPD for all staff, including teachers, teaching assistants and ancillary staff.

6. Equipment and facilities to support children and young people with special educational needs.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, who may be able to provide specialist equipment for physical, visual, and hearing needs.

7. Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss with the SENCo and the class teacher the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class teacher informally.
- b) Parents' Evenings when advice and support in helping their child at home can also be given.
- c) Liaison with the SENCo.
- d) Formal review of their child's progress with the SENCo and class teacher.
- e) Annual Review of EHCP

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child, whenever possible, the view of the child is always included and may attend the meeting. However, the opinion of the parents is always considered, as they may feel that some of the children

are too young or many be too overwhelmed, at this point alternative approach is used to ensure that the child's voice is heard and their opinions included. Following this, decisions can be made regarding next steps.

8. Arrangements for consulting young people with special educational needs about their education.

- a) The child/young person is involved (as is appropriate) at every stage of the assess, plan, do and review process:-
 - (i) At the initial assessing and planning stage, in order to support a 'person-centred approach', the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
 - (ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child may be made in order to gather information regarding their likes, interests, dislikes and difficulties.
 - (iii) The thoughts and opinions of parents/carers, and those who know them best, will also be sought.
 - (iv) Any documentation used as a part of the agreed provision, (such as an School Support Plan, pen portraits to creating a picture of the whole child), will have a 'child friendly' section which will be shared with the child/young person so that they are able to understand all aspects of their support.
- b) The child/young person is able to discuss any aspect of their provision in a number of ways:-
 - (i) Informally with their class teacher on a regular basis.
 - (ii) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
 - (iii) A child/young person may contribute to this meeting either by attending in person or by providing written input.

During these meetings a 'person centred approach' allows for professionals, parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

9. Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.

Complaints about SEN provision within the school are first dealt with by the SENCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing Body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the Local Authority, service provider and/or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language - both NHS and Speech and Language Therapist brought in by the school
- The Language Unit
- Northcott ASD Outreach Service - Jenny Clark
- National Autism Society
- IPaSS - Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children's Centres
- CAHMS for Mental Health Needs
- 0-25 Integrated Special Educational Needs and Disabilities team
- Severe Learning Disability (SLD) Outreach Support
- Kids - Parent Partnership
- Hull SEN and Disability information Advice and support services (SENDIASS)

- School Nursing Team
- Whitehouse Unit
- Sullivan Centre
- Cruze / Dove House Bereavement Support Team
- Barnardo's
- Police

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.

Throughout this process the Local Authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the Local Authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact information is detailed in the links provided in the Hull Authority Local Offer.

<http://hull.mylocaloffer.org>

12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> Higher Education/College -> Independent Living.

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the Local Authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities and programmes. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with an Education Health Care Plan, must have their secondary transfer placement confirmed during the Spring term in Year 6.

At KS2 > KS3 transfer, the SENCo together with the Y6 teacher meets with the SENCo from the high schools involved. At these meetings the needs of SEN pupils are discussed and arrangements for the transfer of records and additional transition visits are made. The pupil and parents agreement is sought before sharing any information during this planning stage. The SENCo from the receiving high school is invited to attend the final Annual Review of pupils with statements/EHC plans destined for their school.

Transition booklets are made with the transferring child, these are sent home when the child moves up to high school. The child and parents/carers are encouraged to refer to it through the holidays to support a smooth transition.

A similar process is followed throughout St James' CE Academy; any child identified as requiring support through transition will have additional visits to their new classroom arranged. They have opportunities to meet with their new teacher and any other adults who may work in that class. Transition booklets with photographs are prepared with the child and this is sent home so that it can be referred to throughout the holidays.

12. Information on where the local authority's offer is published.

<http://hull.mylocaloffer.org>

Glossary:

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

ASD - Autistic Spectrum Disorder

CPD - Continued Professional Development

EHCP - Educational Health Care Plans

EYFS - Early Years Foundation Stage

HI - Hearing Impaired

IPASS - Integrated Physical and Sensory Service

MSI - Multi-sensory Impairment

PD - Physical Difficulties

PMLD - Profound and multiple learning difficulties

SEN - Special Educational Needs

SENCo - Special Educational Needs Co-ordinator

SLD - Severe Learning Difficulties

SLCN - Communication and Interaction, including speech, language and communication needs

SpLD - Specific Learning Difficulties

TA - Teaching assistant

VI - Visual Impairment