

SEND Information report 2025

SENDCo Faye Maher



St James'
C of E Academy

St James' C of E Academy

- This is St James' C of E academy SEND information report. This report has all the important information you will need to participate fully in education of you child and should read together with our SEND policy



St James'
C of E Academy

Our vision

- We are a fully inclusive, mainstream school.
- We strive to ensure that 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 educationally needs).



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The local offer

- Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with special educational needs and disabilities (SEND). This is the 'Local Offer' and is available through
- [SEND Local Offer – Warwickshire County Council](#)



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What are the different areas of SEND?

- The needs of a child with SEND will fall under one or more of these four areas, as outlined in the SEND Code of Practice:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health difficulties
 4. Sensory and/or physical needs



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Who are our SEND team?

- Mrs Faye Maher SENDCo
- Mrs Jane Cook- Headteacher



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Who should I talk to if I need to know anything about my child's SEND?

- At St James' C of E academy , we can make appointments for our parents who have concerns about their child's special educational needs via the school office. We welcome telephone calls to arrange appointments to meet with Mrs. Maher, where any concerns that you may have in relation to your child can be discussed fully.



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How will I find out about my child's targets and provision?

- At St James' C of E academy , we send home Individual Education Plans for those children on the SEN register. These start with a one-page profile, detailing the child's interests and challenges, giving them a voice.
- It then goes on to explain what targets are in place and the support in place for them to be successful at meeting them.
- Parents are asked to comment on the IEPs each term, giving you an opportunity to share your thoughts.



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What does the IEP look like? When your child first has an IEP, a letter is sent home to explain the format.



Pupil IEP
Autumn Year ?

All About Me
Name

 Image of child to be here

Primary need:
 Pastoral support: Yes/No
 C&L C&I SEN/HL P/S

My Hobbies & Interests

Me as a Learner (How I like to learn)

Outside Agency
 MHT JMH
 STS STS
 CAPMUS CAPMUS
 OT/Physio OT/Physio
 MIND MIND
 Other:

Important things to know about me:

What makes me happy in school

What I find challenging in school:

Assess	Plan	Do	Review	Child/Parent Comments
Autumn Term Baseline Information: 1. 2. 3. 4. Specific requests:	Plan of support to be put in place: Targets: 1. 2. 3. 4. Specific requests:	Do Please see highlighted the menu of support	Review T1 T2 T3 T4 Other comments: Met Partially Met Not Met	
Spring Term				
Summer Term				

	O/T	Targeted Support	1:1 support (Specialist Support)
Cognition and Learning	Additional processing time Pre-writing of questions Pre-teaching and pre-exposure Additional verbal prompts Repetitive spelling mats Repetitive concrete resources Visual task-training about task-slicing How and what boards Repetitive sentence starters and writing frames Additional modelling Voice recording devices Additional small step worked examples leading to handover Peer study buddies	InPrint 2 Phonics Reading Fluency Daily Readers Colourful Sentences Inference Home Spelling	In line with child's SWCP In line with outside agency advice Plus 3 Power of 2 Toe by Toe Precision teach Daily reading Maths For Life CRAFT
Communication and Interaction	Pre-teaching of vocabulary Repetitive spelling mats Sentence starters Additional visual cues Additional natural praise (Malcolm) signing Personalised vocabulary banks/subject specific vocabulary Additional processing time Personalised, chunked instructions Sequencing support Talk frames Reduced language levels Communication key rings	School based identification speech and language Research Socially speaking Pre teach vocabulary Conversation prompts	In line with child's SWCP In line with outside agency advice Speech and language as advised by therapist Social Skills Pupil communication
Sensory and physical	Pencil grips Writing slope Writing wedges Washable cushions Low arousal spaces Weighted blankets/neck cushions/pillows Checklists Personalised sensory diets Movement breaks Timetables Ear defenders	Sensory breaks Sensory circuits ACTHES Fine motor skills – specific programmes Handwriting Touch typing skills	In line with child's SWCP In line with outside agency advice OT/Physio recommended therapies
Social, Emotional and Mental Health	Personalised zones of regulation Sensory diet Personalised self-species Additional personal check-ins Low arousal spaces	Self-esteem work – group based Pastoral based social skills Talk about Socially speaking Work stories Emotion wheels Mingle in Room – lunch club	In line with child's SWCP In line with outside agency advice Self-esteem work Learning review SPANCO plans Personalised 1:1 outdoor based programme Additional bespoke protective behaviour work Resilience and resilience 1:1 Self-esteem support plans Positive handling plans Zones of Regulation

Autumn

Spring

Summer

If I am concerned about my child what should I do?

- Please refer to the class teacher in the first instance.
- If you need further support having spoken with the class teacher, please then contact the office to arrange an appointment with Mrs. Maher.
- Children are sometimes identified as having SEND before they start at St James' C of E academy , if so we try to visit children in their previous settings and speak to staff about any difficulties children may be experiencing, strategies that are currently effective in supporting them and whether there are any agencies involved. The SENDCo team are available at transition events for parents to ask questions and share concerns.
- If there are complex needs, sometimes a multi-agency meeting may be held in order to share information and ensure that provision is in place before the child starts school. We request that records are passed to us from previous settings before a child starts in Year 3. Sharing information fully at this early stage helps to ensure effective support can be provided as early as possible.



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If school are concerned about my child, What will they do?

- As children begin school, assessments are carried out.
- At termly pupil progress meetings with the Head Teacher/SENDCo, children who are not making good progress will be highlighted by staff, and strategies and intervention can then be discussed.
- It is at this point that staff start to create a portfolio of evidence to show the impact of interventions that have taken place and whether additional support is needed.



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- As children move through the school, this tracking of progress continues, and teachers discuss any children for whom they have concerns with the SENDCo and at further termly pupil progress meetings in each year. When staff have shown that they have provided intervention within the classroom, the SENDCo can carry out an observation of the child and will discuss further strategies or interventions.
- The SENDCo will also liaise with previous schools, where children transfer to St James during their primary education and additional needs have been identified.
- Advice from outside agencies may be sought, only after a period of intervention has been unsuccessful in allowing the child to bridge any gaps in their learning and get back on track with their learning targets. At this point further assessments can be carried out.



How do I know if my child is making progress?

- Progress is tracked and discussed with the Head Teacher and SENDCo at termly pupil progress meetings. Interventions are monitored by the SENDCo, and assessment is carried out prior to, and following, the intervention in order to measure progress. The SENDCo tracks the progress of children with SEND more closely and uses information about this progress to map provision across the school.



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Additional agencies and services:

Schools arrange access to a range of services on a contractual/referral basis. These include:

- Educational Psychologist
- Social, Emotional, Mental Health and Learning service-STs
- Complex Communication Team
- Kick mentoring
- Speech and Language
- Occupational therapy
- Physiotherapy
- Health and social services



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How will teaching be adapted for my child?

- Through Quality First Teaching, we ensure that the needs of children with SEND are met.
- We work through waved interventions to identify needs accurately and develop effective support.
- Any interventions your child receives will be evaluated for impact.
- A whole-school provision map ensures that resources and strategies are targeted well to meet pupils' needs to maximise progress.



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What recourses are available?

It is the responsibility of the class teacher to set work and develop resources that are well matched to the needs of the children in their class. Wherever possible, children will be supported in the classroom, using a range of interventions. When a child is supported by an outside agency, resources will be provided following their recommendations about how best to meet specific needs.



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What is the pastoral, medical and social support available in the school to ensure my child's well-being?

- Our school is values driven and underpinned by our Christian faith.
- Personal, Social and Health Education (PSHE) is integral to our curriculum and is also taught discretely once a week using the JIGSAW scheme of learning.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and so they should be your first port of call. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services and the Behaviour Support Service.



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- We have a caring, understanding ethos and are an inclusive school. We welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being. As a nurturing school underpinned by our Christian values, all our vulnerable pupils are known to staff so that we can provide effective support.



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What is the pastoral, medical and social support available in the school to ensure my child's well-being?

- We run lunchtime clubs where children can access appropriate support and play in an environment that meets their needs- these are lead by all staff.
- We have a lunchtime room, whereby children who find the playground environment difficult to navigate, can opt for a safe space to play games and socialise on a smaller scale.



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- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff.
- The policy is rooted in a restorative justice approach.
- We also monitor attendance regularly and take the necessary actions to prevent prolonged, unauthorised absence.
- We have a medical policy in place and relevant staff are trained to support medical needs.



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What support is there for me as a parent?

- Staff value observations from the parents of the children in their care. Class teachers are available to discuss any concerns informally at the end of each school day. Parents/carers are offered the opportunity to discuss their child's progress with class teachers twice a year at parent consultations and SEND meetings with parents take place termly.
- In the Summer term, a written report is also sent home.



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How will you support my child when they move to another class?

- Pupils visit their new teacher during transition day, which is a whole school event.
- For those pupils who need it, enhanced provision happens where the child visits their new classroom and teacher regularly in the second part of the summer term.
- Transition booklets are produced for children to have over the summer holiday for use at home.
- Staff meet to share what works with your child and to support class handover.



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What Training is available to staff supporting SEND?

- All staff have safeguarding training.
- Our school SENDCo is qualified and is experienced in this field.
- All our teachers hold Qualified Teacher status, and they receive training across each academic year. We keep a record of ongoing training.
- Some of our staff are trained in specific interventions; AET, social stories, trauma, precision teaching etc
- All staff are Team Teach trained.



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How do you find out about my child's opinion?

- Listening to what your child has to say is key to their own development and progress, and to our understanding of how we can best offer support. We also collect pupil voice regularly to inform next steps, and children can express their views as part of reviews of EHCPs.



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What extra curricular activities will be available?

- Our Equal Opportunities policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be met to meet any additional needs. If appropriate, parents/carers will be consulted and involved in planning.



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How are the school's resources allocated and matched to the children's special educational needs?

- The SENDCo regularly reviews resources for pupils with SEND and a budget is allocated to allow purchasing of new resources, as necessary. The SENDCo runs training for staff in how to use these resources and advises them on which pupils they would benefit most. Provision mapping is reviewed, and needs discussed, with parents at SEND review meetings, to ensure that children receive the support they need.
- We also look at the use of Pupil Premium money where a child has both SEND and is in receipt of Pupil Premium.



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How are complaints dealt with?

- Complaints are dealt with in line with the school Complaints Policy which is available on the school website or from the School Office.



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Further questions?

- Please contact our SENDCO
- Faye.maher@stjames.covmat.org



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