

St James Academy
SEN Information Report
(In accordance with section 65(3) of the Children and Families Act 2014)

SENCO – Fiona Bansall
SEN Governor – Jo Powell

St James Academy is a mainstream secondary academy. We are committed to provide access for all students to a broad and balanced curriculum and in doing so all our teachers are teachers of Special Educational Needs. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background.

We aim to ensure that:

- ❑ We have an inclusive ethos with high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs
- ❑ We have a Whole School approach to develop teaching and learning styles in order that every department has a responsibility to meet the curriculum needs of every pupil.
- ❑ We want all students to achieve the best possible educational outcomes.
- ❑ It is our intention that students achieve their potential, becoming confident academically, socially and emotionally.
- ❑ We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014) updated May 2015.
- ❑ We meet the needs of students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources

Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.

We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education:

- ❑ Communication and interaction
- ❑ Cognition and learning
- ❑ Social, mental and emotional health
- ❑ Sensory or physical

If a student has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

How does the school know if students need extra help with learning?

At St James Academy, we recognise that students make progress at different. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Primary school teachers, end of key stage 2 levels
- ❑ base line testing in Year 7
- ❑ parents/carers, application form information
- ❑ subject teachers
- Specialist colleagues, external agencies

Some students entering St James Academy from a primary school are already diagnosed with a special educational need and the information will have been passed to the SENCO following transition meetings with primary staff. These students may be placed on the school's SEN register and will be monitored and supported according to their need.

If a student is identified as having SEND then their name will be added to the SEN register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons, one of which is a special educational need. Staff use tracking data and knowledge of students to identify such students and if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SENCO. The SENCO will then investigate further by liaising with parents, gaining the views of the student, gathering more information about the student from other staff who teach or support them, carrying out testing where appropriate. If a special educational need is suspected or diagnosed, a meeting is arranged, including parents, to discuss the student's needs and subsequent actions.

What should I do if I think my child has special educational needs?

Your main point of contact at school should always be your child's Form Tutor. You can start by contacting the tutor, who will be able to discuss your concerns. If you need to speak with the SENCO, then the tutor will be able to help you arrange this.

How will school support my child?

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning needs and are responsible for making the curriculum accessible to all students.

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENCO is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- ▣ Further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented, small group targeted intervention sessions, in-class support, referrals to outside agencies.
- ▣ Interventions and additional subject support which are available, including reading, Literacy, Numeracy and Social Skills development.
- ▣ When your child is approaching the start of Key Stage 4 if we think it is needed we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations.

How the school governors involved and what are their responsibilities?

The SENCO reports to the governors annually to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times. One of the governors is responsible for SEN and meets with the SENCO. This 'SEN link governor' also reports to the governing committees, to keep all the governors informed.

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. They are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

- ▣ Visual, auditory or kinaesthetic activities
- ▣ Over-learning topics
- ▣ To set alternative activities for homework
- ▣ To provide specially targeted texts and resources appropriate for students' reading ages
- ▣ To provide additional apparatus or materials
- ▣ To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties.

At Key Stage 4 (Year 9 onwards) students choose from a range of GCSEs, which help to prepare them for the next steps in their education. Students and parents/carers are offered advice and guidance at the appropriate time to help make these important decisions.

In some curriculum areas (English, Maths and Science) students are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Here again it will be the teachers role to ensure all students have access to the curriculum.

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

We welcome the involvement of our parents/carers and want to keep them up to date and involved with the progress being made. We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either a subject teacher or Form Tutor or any other teacher, and discuss how their child is progressing. In addition to this students receive interim or full school reports each term. There are planned Consultation Evenings and other drop in sessions available through the school Year when parents are welcome to come in and meet with the Senior Leadership team.

In addition to this contact can be made through planners, phone calls, email and annual reviews for those with an Education Health Care plan.

How does the school know how well my child is doing?

Teachers, as part of their professional standards, monitor and review all students' progress throughout the Year. The whole school system at St James Academy includes:

- ▣ Data collection each half term, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and Curriculum Team Leaders in each subject area can track the progress of students across the school Year and intervene if students experience difficulties.
- ▣ In the case of intervention programmes, progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENCo and Deputy Head, who use the information to plan and design the next half term's intervention programme.
- ▣ In-class additional support is reviewed regularly at the Additional Needs Team meetings. LSAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- ▣ Teachers are observed by senior leaders and line managers as part of the school Managing Performance and Progress system; the deployment of additional adults in the classroom and

the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.

- ❑ The Senior Leader responsible for whole school data and tracks the school's progress against national standards. This provides guidance for Curriculum Leaders when planning the curriculum and additional support for students.
- ❑ At the start of Y7 students are screened for reading, spelling and maths skills. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
- ❑ The school positive behaviour management system and reports provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides intervention staff with evidence for how well a student is learning at school.

What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?

At St James Academy we have a Code of Conduct which encompasses the basic rules of the classroom which all students are expected to abide by. We use a system to support this which gives students access to a wide range of rewards including paying for prom tickets in Year 11. Students are also regularly rewarded for attendance and punctuality.

As an inclusive school, students with SEN are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. This might include Breakfast club, Year 7 lunch time club, reading and other clubs in the wider school community. SEN students have also participated on student panels for new members of staff, Year 6 transition and open evenings.

We have a wide range of pastoral staff that support students and regular liaison with external agencies including: a counsellor, Children's services, medical professionals and the police.

Medicines for students are managed by First aiders in our resources room. If a student requires medicine during the school day, the following procedures must be followed:

- ❑ All medicines must be given in person to the First Aider
- ❑ The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- ❑ Depending on how the medicine needs to be stored, it will be kept in the appropriate place
- ❑ To take their medicine, the student must go the Resources room, where the dose will be administered by the First aider
- ❑ Each time the medicine is administered, the time, date and dosage is recorded.

How will my child be able to contribute their views?

Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- ❑ Student panels regularly form a part of the school's interview process for new members of staff.
- ❑ Students leaving the school are offered the chance to complete an exit questionnaire, which asks for their views on their experience at school and their suggestions for changes to improve or develop student experiences.
- ❑ If a student takes part in an intervention programme, then they will contribute their views to the half-termly review of progress.
- ❑ If your child has an EHCP, their views will be sought before any review meetings.

What specialist services and expertise are available at or accessed by the school?

The SENCO is working towards the national SENCO qualification, and liaises with many specialist services and outside experts, to ensure provision for our students is appropriate and meets all needs. The Additional Needs team is made up of the SENCo, and a number of Learning Support Assistants. The school works closely with any external agencies that are relevant to individual students' needs, including:

- ❑ Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- ❑ Social services – locality teams, social workers, child protection teams, family intervention programmes
- ❑ Dudley Educational Psychology Service
- ❑ Dudley Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, SEND team

What SEND training have the staff had or are currently having?

SEND training is an on-going rolling programme of professional development for our staff, throughout the school Year:

- ❑ Two Primary School Teachers employed by the school have extensive experience in planning, delivering and assessing intervention programmes.
- ❑ All staff are trained each Year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the SENCo or other staff with relevant expertise.
- ❑ SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of the students. In January 2016 this included strategies to support Autistic Students, working with students with Speech, Language and Communication Difficulties; and, working with EAL students from the Educational Psychologist.

How will my child be included in activities outside the classroom including school trips?

- ❑ All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.
- ❑ A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- ❑ The school site is positioned on a hill, which means there are many steps. There are no lifts
- ❑ All areas of the site can be reached via permanent ramps, meaning that the ground floors of all buildings are accessible for wheelchair users or those with impaired mobility.
- ❑ The site has two disabled toilets one in the main entrance and one in the Sports Hall
- ❑ The front car park has a parking bay for disabled badge holders, marked clearly in yellow paint .

How will the school prepare and support my child when joining the school and transferring to a new school?

We strive to make sure our new students feel like they belong at St James Academy before they officially arrive. Learning is most effective when students feel they belong and are comfortable in the school environment.

Key Stage 2-3 (Year 6 to Year 7)

- ❑ Careful transition is planned and arranged, our SENCO, and the Primary Schools organise activities, visits and experience of secondary life for those students who are especially vulnerable at transition.
- ❑ All students in Year 6 who have accepted a place at St James Academy for Year 7 are invited to two intake days in July. These days provide a taste of secondary school life, involve experience of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates. Identified students are invited for additional sessions at the school during the Summer Term, as determined by the student's needs.
- ❑ Parents/carers are invited to an 'Intake Evening' at the end of the two intake days, to learn about the activities their children have undertaken, to meet key members of the pastoral team and to receive information about the organisation of the school.
- ❑ The SENCO visits feeder primary schools to meet students, and to gather information from Year 6 teachers and support staff.
- ❑ St James Academy teachers are provided with information about all new students' needs, strengths and background before the end of Year 6.
- ❑ The SENCO allocates Y6 students to tutor groups according to advice from the primary school.
- ❑ The school arranges regular transition groups and visits for vulnerable Year 6 students to get to know the school site, meet staff with whom they will work and learn about how the school is organised. These are designed each Year to meet the students' needs.
- ❑ Each Year, a small number of Year 7 students arrive at St James Academy who are not secondary ready, or who are below level 4 for literacy and numeracy. These students will receive intervention for literacy and numeracy from their L4L teachers.

Key Stage 3-4 (Year 8 to Year 9)

- ❑ At St James Academy we have had a short KS3 (Year 7 and Year 8 only) and a longer KS4 (Year 9 onwards) for many Years. This is so that our students have more time to spend on developing the skills and knowledge required for achieving qualifications at the end of Year 11.
- ❑ For KS4, students choose from a range of GCSEs and vocational courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

KS4-5 (Year 11 to Year 12)

- ❑ The school arranges visits to open days and further education fayres for all students. Support with finding and applying for apprenticeships is also available.
- ❑ Students are encouraged to consider attending university in the future and the school works with higher education establishments to provide experiences for students to inspire the ambition to pursue this route.
- ❑ All students in Year 11 are provided with 1-1 careers advice to help them plan possible routes for training or education.

- ❑ Students with an EHCP who are moving on to further education are supported by Connexions. A personal Advisor will attend all Annual Reviews from Y9 onwards to help plan and organise support for the move to college or vocational training.
- ❑ All information relating to a student's exam concessions and required differentiation is passed on to college or training provider during the summer term of Year 11, when college places have been confirmed.

Joining mid-Year

- ❑ All students admitted to the school after the start of the academic Year are screened on entry, to identify any areas of need and to provide information to staff about the student's learning
- ❑ A student 'buddy' is chosen to support the new student for the first few days of being at St James Academy. The buddy takes the new student to lessons, introduces them to other students, answers questions and informs pastoral staff how well the new student is settling in to school
- ❑ Contact is always made with the previous school to ensure the transfer of information and the child's school file

Moving to another school

- ❑ Contact is always made with the new school to ensure the transfer of information and the child's school file.

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

- ❑ We ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available.
- ❑ The budget is allocated on a needs basis. The students who have the most complex needs are given the most support. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

How is the decision made about what type and how much support my child will receive?

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

The SENCo consults with subject teachers, academic leaders and pastoral leaders, as well as with support staff, to discuss the student's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

How do we know if it has had an impact?

- ❑ We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- ❑ The student is achieving or exceeding their expected levels of progress
- ❑ Verbal feedback from the teacher, parent and student
- ❑ Formal or informal observations of the student at school
- ❑ Students may move off of the SEND register when they have 'caught up' or made sufficient progress.

Who can I contact for further information?

SEN Team: SEN Team, Westox House, 1 Trinity Road, Dudley DY1 1JQ, 01384 814214

Local offer: www.dudley.gov.uk/resident/localoffer

Dudley SENDIASS: (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care

Helpline number: 01384 236677

Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS

<http://www.dudley.gov.uk/dudleysendiass>

Who should I contact if I am considering whether my child should join the school?

Directorate of Children's Services, School Admissions Service, Westox House, 1 Trinity Road, Dudley DY1 1JQ or 01384 814223 or email admissions.cs@dudley.gov.uk