



The Academy at
St James
Aspire, Achieve, Believe

The Academy at St James
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Bradford
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Headteacher: Mrs Ruth Thompson

The Academy at St James

Special Educational Needs Policy



Headteacher:
R.Thompson

Date: September 2025

Last reviewed on: September 2026

Next review due by: September 2027



The Academy at St James'

Policy and Procedures for Special Educational Needs

The Academy at St James' SENDCo is Suzanne Harrison.

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Statement of Intent for Supporting Equality

The staff and governors at The Academy at St James aim to address special needs provision through a whole school approach. Our ethos is one of collaboration and inclusion between children, parents/carers, school staff and other professionals.

Through a flexible approach to learning, valuing all the child's achievements, whilst allowing for individual differences, we hope to develop children's strengths, address their needs and make school an enjoyable, happy and productive time for each child.

Our overall aim is to help all children reach their full potential in a caring and co-operative atmosphere where each child feels respected and valued.

At The Academy at St James we strive to ensure that all children have a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning
- experience levels of understanding and rates of progress which bring success and raise self esteem
- provide a secure and safe environment, where children can flourish and grow
- have equal access to resources, provision and intervention

Our vision is...

- Aspire to do our best
- Achieve our dreams
- Believe in ourselves

The Academy at St James is a welcoming Church of England Primary School where the appreciation of everyone is encouraged and attitudes of tolerance, care, concern and self-respect are developed in a happy, safe and secure environment.



Introduction

The Academy at St James has a named SENCO and a named Governor responsible for SEND. They ensure that The Academy at St James Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school. Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014) which are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical.

What are Special Educational Needs?

A child or 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2014).

Equality Act 2010

We have duties under the Equality Act 2010. In particular, we must not discriminate against, harass or victimise disabled children, and we must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. This SEN policy details how, at The Academy at St James, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them.



Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions so they have full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To support the children in successful preparation to adulthood, including independent living and employment.

The Role of The SENCO and what Provision Looks like at The Academy at St James

The Special Educational Needs Co-ordinator's responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making visits to classrooms to monitor/observe the progress of children on the SEN Register.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.



Our school will:

- assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience;
- Make regular assessment of all pupils to ensure that children are making progress;
- Monitor interventions to ensure that these are enabling the attainment gap between the child and their peers to close;
- Provide extra support for children who are falling behind or making inadequate progress given their age and starting point;
- Assess whether the child has a significant learning difficulty where pupils continue to make inadequate progress, despite QFT targeted at their area of weakness.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. In order to help children with special educational needs, The Academy at St James uses a graduated approach which is recommended by the LA. Quality first teaching will always take place in the first instance however, where the progress of a child becomes a cause for concern a Learner Passport will need to be completed. Learner Passports will detail targets to be put in place if specialist external agencies need to become involved with a child. The CLASS TEACHER will have responsibility for ensuring that these records are kept and available when needed. If a child is referred for a statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

The Graduated Approach (see the Graduated Approach Documentation)

The Academy at St James will, once potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

- Establishing a clear **assessment** of the pupil's needs;
- **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review;
- **Implementing** the interventions with the support of the CLASS TEACHER;
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

The Academy at St James follows the LA Matrix of Need to support the planning and implementation of provision. A copy of this document can be found here <https://bso.bradford.gov.uk/content/revised-range-guidance>



Quality First Teaching (QFT)

At The Academy at ST James, we support all children through QFT in the first instance. QFT at our school means:

An inclusive education for all children ensuring that every child receives quality, every day, personalised teaching and learning.

What does QFT look like?

- Careful explanation of new vocabulary;
- Lively interactive teaching styles;
- Well organised classroom with labels and picture symbols;
- Clear lesson structure with objectives presented orally and visually;
- Instructions given in small chunks with visual clues;
- Checking understanding by asking children to explain that they have to do;
- Understanding is demonstrated in a variety of ways;
- A range of grouping;
- Praise is specific and names;
- Memory supported by explicit demonstration and modelling;
- Classroom support planned for and used to maximise learning;
- Children are clear what is expected and good examples are used when necessary;

Partnership with parents – please see parents leaflet for further information.

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. We take account of the wishes, feelings and knowledge of parents at all stages and aim to keep them fully informed and involved in the decision making process. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. Where appropriate they will be encouraged to contribute to the assessment of their need. Parents always have access to the SENCO through the school office/ phone number.

The Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support or other interventions such as Toe by Toe, Precision etc.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- After initial discussions with the SENCO/ outside agencies, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.



Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers to create individual Learner Passports for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.

Further information regarding SEND is within the Local Offer <https://localoffer.bradford.gov.uk/>

Admissions - see Accessibility Plan and Policy on our website

The Academy at St James will ensure that it meets its duties under the school admissions code of practice by:

- Not refusing admission for a child that has named the school in the EHCP;
- Adopting fair practices and arrangements in accordance with the schools admission code for the admission of children without a EHCP;
- Considering applications from parents of children who have SEND but do not have an EHCP;
- Not refusing admission for a child who has SEND but does not have an EHCP because the school does not feel able to cater for those needs;
- Not refusing admission for a child on the grounds that they do not have an EHCP;

Extra Curriculum Activities (see Equality link on website)

Also see Safeguarding Policy on our website

At The Academy at St James we ensure that every child can access clubs and trips. We will make adaptations to resources and activities to ensure that all children can access the opportunities that we provide in school. No child will be excluded from attending clubs and/or trips due to their SEN and staff will work together to ensure that all children are included. Individual Risk Assessments will, where needed, be devised to ensure that all children can be successful and independent while carrying out extra curriculum activities.

In-service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Our school offers a range of training opportunities including:

- Annual medical needs/health awareness training for all staff e.g. diabetes, epilepsy, asthma, allergies, etc.
- Working with children who have physical difficulties
- Working with Pupils with Visual Impairment
- Working with Pupils with Hearing Impairment



- SENCo training
- Team Teach Training
- Manual Handling training
- Regular training for TA's who deliver interventions
- Regular SALT training from school commissioned SALT

The SENCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train our entire staff and SEND Governor on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to support services, other agencies and voluntary organisations

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The following services will be involved as and when is necessary:

- Access to Education:
 - Educational Psychology
 - Pupil and School Support
 - Sensory Support
 - SCIL Team at Bradford SEND Team
 - Communication and Autism Team
 - Physical Difficulties Support - Specialist Outreach Services
 - TRACKS
- Speech and Language Therapy Service
 - School commissioned SALT
- Health Services
 - School Nurse
 - Health Visitors
 - Physiotherapists
 - Occupational Therapists
 - Child and Adolescent Mental Health Service
- Social Services
- Family Support Workers
- Early Help Team

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.