

St. James' Church of England Primary Academy
Special Educational Needs and Disabilities (SEN D) Information Report

September 2025

SENDCo: *Denise West*

SEN D Governor: Carolyn Cassettari

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Dedicated SEN D time: *0.2*

Medway Council's Local Offer:

<https://www.medway.gov.uk/localoffer>

At St James CE Primary Academy we believe that children only thrive when they are happy and feel safe in their environment. Therefore; we work tirelessly to ensure that:

- There are high expectations for every child
- Every lesson matters therefore they should be exciting and motivate children to think and learn
- Every child is treated as an individual and with dignity
- Children learn to play and learn together understanding moral values of mutual respect, tolerance and personal responsibility

In order for this to happen, many steps are taken to support children through their learning journey.

We feel that quality first teaching methods are extremely important. However, some children need extra support in order for them to reach their full potential.

When this has been identified, the SENDCo will work with other staff in order to support children appropriately.

St James CE Primary Academy SENDCo is Mrs West:

"I am responsible for ensuring that children with SEN D are provided for throughout the school, following the Special Educational Needs and Disabilities Policy. I work with staff to set targets and plan and review interventions for children with SEN D. I also liaise with outside agencies in order to gain more specialist support. Other SENDCo responsibilities can be seen in the 2015 SEN D Code of Practice: 0 to 25 years (<https://www.gov.uk/government/publications/SEN-D-code-of-practice-0-to-25>). I am available to contact via the school office if you have any concerns or questions."

Glossary of commonly used acronyms

AAP	Attendance Advisory Practitioner
ADHD	Attention Deficit and Hyperactivity Disorder
ADD	Attention Deficit Disorder
ASC	Autistic Spectrum Condition
BIP	Behaviour Improvement Plan
CAMHS	Child and Adolescent Mental Health Service
ChiN	Child In Need
CP	Child Protection
CT	Class Teacher
CoP	Code of Practice
C&L	Cognition and Learning
C&I	Communication and Interaction
DCD	Developmental Co-ordination Disorder
EHA	Early Help Assessment
EYFS	Early Years Foundation Stage
EP	Educational Psychologist
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EAL	English as an Additional Language
FLO	Family Liaison Officer
FSM	Free School Meals
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
ISR	In School Review
KS	Key Stage
LA	Local Authority
LAC	Looked After Children
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
ODD	Oppositional Defiance Disorder
PR	Parental Responsibility
PD	Physical Disability
PMLD	Profound and Multiple Learning Disability
PP	Pupil Premium
PPG	Pupil Premium Grant
SBSP	School Based Support Plan
SSG	School Support Group
SENSA	SEN D Support Agreement
S&P	Sensory and/or Physical Needs
SPD	Sensory Processing Disorder

SLD	Severe Learning Difficulty
SEMH	Social, Emotional and Mental Health
SEN D	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
SaLT	Speech and Language Therapy
TA	Teaching Assistant
TAF	Team Around the Family
VI	Visual Impairment

Whole School Approach

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: *Pupil's needs are assessed initially by their class teacher through their formative and summative assessments. If it is felt that any further advice is needed, pupils can be raised to the SENDCo.*

If further support is needed, pupils can then be raised at the In School Review which takes place three times a year and is attended by the school's Educational Psychologist and the Safeguarding Lead for the trust. During these meetings, it may be decided that a child will be placed on the SEN D register or that an Education, Health and Care assessment will be applied for.

Plan: *Following discussion with the SENDCo or the In School Review, recommendations for pupils are made and passed back to the class teacher.*

If pupils are placed on the SEN D register, a pupil passport will be created by the class teacher in conjunction with the SENDCo, the pupil and parents/carers. This will outline targets as well as the support the pupil will receive.

Do: *Recommendations are then implemented by the class teacher as well as any other staff involved with the pupil, e.g. Teaching Assistant, HLTA, HSSW*

Support detailed on the pupil passports will be put in place and pupil targets will be worked on with the support of parents/carers

Interventions detailed on the Individual Provision Map will take place. They can be led by a variety of staff members, including Class Teachers, Teaching Assistants, HLTA, SENDCo and the Home School Support Worker.

Review: *In School Review update meetings are held within four weeks of the In School Review to ensure that recommendations have been put in place and to decide whether any further action needs to be taken.*

Pupil passports will be reviewed six times a year and new targets are shared with parents/carers.

Having consulted with children, young people and their parents/carers, all our additional provision (internal or external) is based on an agreed outcomes approach.

Special Educational Needs and Disabilities

Children and young people's SEN D are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

- *Speech and Language Therapist employed through The Owl Centre*
- *Teaching Assistant trained to deliver Speech and Language programmes for all pupils who require Speech and Language support*
- *Outside agencies referred to when further support needed, e.g. Marlborough Outreach, and recommendations followed*
- *Assessments such as Language Link and Speech Link purchased and Teaching Assistants trained to deliver interventions.*

2. Cognition and learning

- *High quality first teaching*
- *Adaptive practice*
- *Educational Psychologist support available*
- *Interventions led by Teaching Assistants*
- *Support from outreach teams when needed*
- *Intervention programmes purchased and Teaching Assistants trained to deliver them in order to target specific cognitive needs, e.g. Speech Link.*

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3. Social, emotional and mental health

- *Educational Psychologist support available*
- *Home School Support Worker employed full time*
- *Individual social skills and emotional support and programmes provided by Teaching Assistants, Home School Support Worker*
- *Support from outreach teams when needed, e.g. Fortis*
- *Weekly PSHE sessions*
- *Lunchtime support for social skills*

4. Sensory and/or physical needs

- *Occupational Therapist employed through Rivermead Inclusive Trust*
- *Occupational therapy recommended physical/sensory resources purchased*
- *Occupational therapist recommendations and physiotherapy plans followed by Teaching Assistant who works closely with Occupational Therapist in order to follow programmes*
- *Daily sensory circuit support available for pupils who may need this*
- *Liaison with Physiotherapy, the Sensory Impairment & Disability Teams working in the local authority*

As of September 2025, we have 34 children or young people receiving some form of SEN Support.

SEN D Provision

Our approach to identification and assessment of special educational needs is set out in our SEN D Policy.

The policy sets out our approach to:

- The evaluation of the effectiveness of our provision for pupils with SEN D;
- Our arrangements for assessing and reviewing the progress of pupils with SEN D;
- Our approach to teaching pupils with SEN D;
- How we adapt the curriculum and learning environment for pupils with SEN D;
- The availability of additional support for learning that is available to pupils with SEN D;
- How we enable pupils with special educational needs to engage in the activities of the school together with children who do not have special educational needs; and
- The support that is available for improving the emotional, mental and social development of pupils with SEN D

Consulting with children, young people and their parents/carers

Involving parents/carers and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
In School Review	Parents/carers Class Teacher HSSW SENDCo Headteacher	3x per year
Meetings to review Education and Health Care Plans	SENDCo Class Teacher Parents/carers Headteacher	1x per year (or more if needs change)
Meetings to review Health Care Plans	SENDCo Class Teacher Parents/carers	1x per year (or more if health needs change)
Pupil passports	Pupil Parents/carers Class Teacher SENDCo	3x per year
Parents' evening	Parents/carers Class Teacher	2x per year
Reports	Pupil Parents/carers Class Teacher Headteacher	1x per year

There are external support services available for parents/carers of children with SEN D. The contact details for these services are set out below:

- Children and Family Hubs in Medway – website: <https://www.medway.gov.uk/familyhubs>
- Medway Autism Group and Information Centre (MAGIC) The City of Rochester School – phone: 01634 570706, website: <https://www.nhs.uk/services/service-directory/medway-magic/N10499756>
- Family Action (Medway SEN D Information, Advice and Support Service) – website: [Our work & impact - Family Action](#)
- School health service – website: <https://www.medwaycommunityhealthcare.nhs.uk/>
- The Challenging Behaviour Foundation – phone: 0300 666 0126, website: <http://www.challengingbehaviour.org.uk/>
- Young Minds – parents/carers helpline – phone: 0808 802 5544, website: <http://www.youngminds.org.uk/>

Staff contacts and development

The SEN D provision within our school is co-ordinated by the SENDCo. Our SENDCo is Mrs West who can be contacted via the school office.

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Area of expertise
Child Protection
Emergency First Aid at Work
Food Hygiene
Paediatric First Aid
Positive Handling – Team Teach
Safer Recruitment
Various Health and Safety Training
Speech and Language Training
Every leader is a leader of SEN D
Food for life

Support staff are supported through regular contact with their line manager, the SENDCo. This ensures that support staff consistently know what is expected of them and what is happening within the academy. Regular meetings and training also take place.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed based on their experience and expertise within different areas. It is important that staff feel able to support the pupils they are working with and understand the expectations of the pupils within their key stage. Through ongoing

training, communication and support, we are able to ensure that our support staff are well equipped to successfully enable our pupils to make progress and develop as individuals. When new staff are employed, we use the interview process to make decisions about where they should be placed based on their experience and the vacancies we have available within the academy. Sometimes it is necessary to move staff around year on year depending on pupil need and staff expertise.

Finance

We spend a proportion of our school budget on ensuring that the needs of pupils with SEN D are met. Most of the notional SEN D budget is spent on internal support and resources. However; some is put aside to provide support from external agencies, such as:

- Educational Psychologist
 - Occupational Therapy
 - Speech and Language Therapy
 - HSSW support
-

School Partnerships and Transitions

Our approach involves:

- Phone conversations between the previous or receiving schools prior to the pupil joining/leaving. These phone conversations are shared with Class Teachers to ensure that they are aware of the needs of any new pupil.
- Where a pupil may have more specialised needs, a separate meeting can be set up with Mrs West and the parents/carers.
- Mrs West is always willing to meet parents/carers prior to their child joining the school or after they have started.
- Additional visits are also arranged for pupils who need extra time in their new school.

Complaints

Our complaints policy and procedure is linked below:

<https://www.stjamesisleofgrain.org.uk/policies/>

Pupil Premium:

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. If you feel your child may be eligible for free school meals, please ensure you sign up for this in order for your child to receive the funding to help with their needs.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

Schools are held accountable for the spending of Pupil Premium through the decisions they make. This is measured through the performance tables which show the performance of disadvantaged pupils compared with their peers. Schools are also held accountable through the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who receive Pupil Premium funding.

Further information on the schools Pupil Premium strategy can be found at:

<https://www.stjamesisleofgrain.org.uk/pupil-premium/>

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a 'local offer of all services available to support disabled children and children with SEN D and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.'

What will it do?

The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group developed questions for schools, and trialled them with a small number of settings.

There are a series of questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how best to support their child's needs.

Below are St James CE Primary Academy responses to these questions:

1. How does know if children need extra help?

- concern raised by parents/carers, teachers, teaching assistants, or a pupil's previous school;
- progress is less than expected;
- a change in a pupil's behaviour;
- lack of confidence to take risks in learning;
- information and assessment from other professionals;
- the provision in Education and Health Care Plans; □ signs of emotional distress;
- physical or medical conditions.

2. What should parents/carers do if they think their child may have Special Educational Needs?

In the first instance if you have concerns about your child's progress, please contact your child's class teacher.

Parents/carers can also make contact with Mrs West (SENDCo).

3. How does St James CE Primary Academy support children with SEN D?

- Each pupil's education programme is planned by their class teacher. It will be differentiated to suit the pupil's individual level of development. This may include additional support by the teacher or teaching assistant.
- If a pupil has needs related to more specific areas of their learning, such as spelling, handwriting, numeracy or literacy, s/he may receive small group or individual support. This is provided by the teacher, teaching assistant or a higher level teaching assistant, usually for a set amount of time, after which impact will be reviewed.
- Occasionally, a pupil may need expert support from an outside agency such as, Educational Psychologist, Speech and Language Therapy Team, Occupational Therapy or Paediatrician. A referral form is completed with parents/carers and forwarded to the appropriate agency. After assessment, a programme of support may be provided to the school and/or parents/carers.

- The Governors of St James CE Primary Academy are responsible for entrusting a named person, (Miss Fay Cordingley – Headteacher) to monitor Safeguarding and Child Protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central Record. In a "support and challenge" role, the Governors ensure that the school is as inclusive as possible and treats all pupils and staff in an equitable way. They monitor and review the Accessibility Plan and all other statutory policies, as defined by the Department for Education.
- We provide support for pupils with social, emotional and mental health needs in a variety of ways including a social skills lunchtime group, an additional lunch-time support room and other appropriate programmes as needs emerge and have access to other resources available locally.
- We hold 3 In School Reviews a year with school staff and other professionals. If we are discussing your child, you will be informed beforehand and receive a letter informing you of the outcome.

4. How will the curriculum be matched to a child's needs?

- When a pupil has been identified with special educational needs, their work may be adapted by the class teacher to enable them to access the curriculum.
- A variety of teaching styles will be used which are specifically tailored to each child's need.
- Teaching assistants may be allocated to work with a pupil on 1:1 basis or in a small focus group, to target specific needs.
- If appropriate, specialist equipment may be provided for e.g: a writing slope, a concentration cushion or "easy to use" scissors.
- The school's pastoral team, may also support pupils in accessing the curriculum.

5. How will parents/carers know how their child is doing at school?

- Each pupil has a Contact Book in which messages can be exchanged daily between home and school.
- Appointments can be made to meet with your child's class teacher via the school office.
- You will be able to discuss your child's progress at Parent/Carer Consultations which are held twice a year.
- All pupils receive an annual report in July.
- EHCP's are reviewed annually and parents/carers are expected to attend this meeting.

6. How does St James CE Primary Academy help parents/carers to support their child's learning?

- We have a termly newsletter that may have suggestions and ideas of how parents/carers could further support their children at home.
- Mrs West, our SENDCo, may meet with you to discuss how to support your child. This would normally occur when a child has been assessed and strategies or interventions have been suggested.
- Mrs Weston, our Home School Support Worker, may meet with you to discuss strategies, if you would like support with your child's behaviour and/or emotional needs.
- When the Educational Psychologist has become involved with your child, you will be invited in to discuss their assessment and offer your views.
- SEN D coffee sessions take place to share information or give opportunities to gain support and ideas.
- The school produces a range of leaflets to help you support your child and understand how they are learning.

7. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These change according to need and circumstances but usually include:

- members of staff including the class teacher, teaching assistants, SENDCo or Home School Support Worker who are readily available for pupils who wish to discuss issues and concerns;
- a nurture group and self-esteem support are available to support pupils with SEMH difficulties;
- pupils who find less structured parts of the day difficult, such as lunchtimes have access to a social skills group which helps to develop pupil's social skills to enable them to form friendships
- there is a 'Worry Box' for children to write and post concerns. The HSSW monitors this and may then talk with the pupil and discuss any concerns raised.
- children are able to compose prayers on our prayer wall to seek further support or guidance.
- the Early Help Assessment (EHA) is used to support the wellbeing of a child and their family; the child is invited to attend if appropriate. The assessment and follow up meetings are normally led by the HSSW.
- Where necessary, parents/carers are invited to Attendance Review meetings with the Attendance Advisory Practitioner (AAP) to improve attendance. Our attendance policy can be viewed here:

<https://www.stjamesisleofgrain.org.uk/policies/>

- We offer all pupils equal opportunities regardless of age, gender, ethnicity or ability. To achieve this, we provide support for individual needs to ensure that all pupils meet their potential. We recognise the range of needs and value the wide diversity and culture of each child. We do not tolerate discrimination of any kind (see Anti-Bullying Policy) – <https://www.stjamesisleofgrain.org.uk/policies/>

8. What support will there be if my child has medical needs?

- If a pupil has medical needs then a detailed Health Care Plan is compiled by the SENDCo in consultation with parents/carers, the child and class teachers. These are discussed with all staff who are involved with the pupil and displayed in pertinent areas around the school (with parents/carers consent) so that all staff are aware of what action needs to be taken in an emergency.
- Individual Health Care Plans are reviewed each year or more frequently if needed.
- The school nurse will come in to talk to parents/carers or children as necessary and with the parents'/carers' agreement.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but a form is in place to ensure the safety of both the child and the member of staff. See medication policy
- Key staff are First Aid and Paediatric First Aid trained.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Attendance Advisory Practitioner
- Fortis Trust Outreach Service
- Educational Psychology Service
- Inclusion Team at Medway Council
- Medway MAGIC (Medway Autism Group and Information Centre)
- Medway Community Child Health
- NELFT (North East London NHS Foundation Trust)
- Occupational Therapy
- PASS (Physical and Sensory Service) to support pupils with hearing/visual impairment
- School Nurse
- Social Services
- Speech and Language Therapy

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the In School Review (ISR). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of the ISR is to gain an understanding of and try to resolve a pupil's difficulties. In order to help understand the pupil's educational needs more fully, the psychologist will generally meet with the parent/carer and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carer on how to best support the pupil in order to take their learning forward.

10. What training have the staff supporting children and young people with SEN D had or are having?

Last year, we put in targeted additional training as follows:

- Child Protection
- Paediatric First Aid
- Safeguarding
- Supporting pupils with speech and language difficulties
- De-escalating challenging behaviours
- Trauma informed practice

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

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of one to-one support is required, a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff.
- Some after school clubs are available to all ages and others are specific to year groups. If they are oversubscribed places are allocated by 'first come first served'.
- Breakfast Club runs from 7:30am with a selection of breakfast choices available.

12. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Easy accessibility for wheelchairs in and out of the building with paved access including a ramp for easy access into the school.
- Building is all on one level.
- Toilets adapted for disabled users.
- Wide doors and corridors.
- Community translators, are available when necessary.
- Visual timetables are displayed in all classrooms.

13. How will the school prepare and support my child when joining St James CE Primary Academy or transferring to a new school?

St James CE Primary Academy understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Phone conversations between the previous or receiving schools prior to the pupil joining/leaving. These phone conversations are shared with Class Teachers to ensure that they are aware of the needs of any new pupil.
- Where a pupil may have more specialised needs, a separate meeting can be set up with Mrs West, the previous school's SENDCo and the parents/carers.
- Mrs West is always willing to meet parents/carers prior to their child joining the school or after they have started.
- Additional visits are arranged for pupils who need extra time in their new school;
- The Headteacher will meet parents/carers, prior to their child joining the school;
- Secondary school staff visit pupils prior to them starting;
- Mrs West meet with the SENDCos from the secondary schools to pass on information regarding SEN D;
- When a pupil has more specialised needs, a separate meeting may be arranged with the SENDCo, the secondary school SENDCo, the parents/carers and when appropriate, the pupil.

Children joining the Nursery/Foundation Stage

- There is a meeting for new parents/carers in the Summer Term (Term 6) for all children who will be joining the Nursery in September.
- Transition events for children take place in the Summer Term. This includes stay and play days for our new Nursery intake.
- Individual parent and child visits are arranged before the children start in the Nursery Class.

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

- The SEN D budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Resources are requested and ordered as necessary to support pupils' learning.
- Pupil premium payments are used to support these pupils' learning, development and wellbeing.
- The governing body is kept informed of funding decisions.
- Resources may include deployment of staff depending on individual circumstances.
- The additional provision may be allocated after discussion with the Class Teacher if a concern has been raised during the year.
- If any concerns are raised after assessments are undertaken, then further support or resources may be allocated to your child.

15. How is the decision made about how much support my child will receive?

- When children join the school, support is allocated on the information provided by the feeder school. Class Teachers will allocate teaching assistants to deliver interventions or support in class to individuals or small groups of children.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- Decisions are made in consultation with the class teacher and SEN DCO.
- Decisions are based upon tracking of pupil progress and as a result of assessments by outside agencies.
- Pupils may be discussed at an In School Review (ISR) three times a year where the staff, the SEN DCO and the Educational Psychologist attached to the school meet to try to provide solutions to problems not solved by Quality First Teaching.
- Parents/carers can request to see an outline of the support their child is receiving.

16. How will my child be involved in discussions about and planning for their education?

Pupils are at the centre of all decisions made by staff. All parents/carers are encouraged to contribute to their child's education. Pupils are involved in decisions about their education in the following ways:

- Every day interactions between pupils and staff
- Pupils attend PCARs (those with Education, Health and Care Plans)
- Pupil conferencing takes place frequently throughout the year
- All pupils get the opportunity to voice their opinions through pupil voice activities such as the School Ambassadors forum and questionnaires.

17. How will I be involved in discussions about and planning for my child's education?

All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussions with the Class Teacher
- Discussions at Parents' Evenings
- Discussions with Mrs West or professionals from outside agencies
- Discussions with the HSSW

18. How does St James CE Primary Academy evaluate the effectiveness of provision for pupils with SEN D?

- Discussions with pupils with SEN D
- Discussions with parents/carers of pupils with SEN D
- Monitoring of progress of pupils with SEN D

- Monitoring of interventions/provisions in place for pupils with SEN D
- Pupil, parent/carer and professional's views sought during Annual Reviews of EHCPs
- Classroom observations
- Monitoring of staff in relation to meeting the SEN D Code of Practice

19. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following via the school office on 01634 270341.

- Mrs Weston – HSSW
- Your child's Class Teacher
- Mrs West – SENDCo
- Miss Cordingley – Headteacher

Admission arrangements for pupils with SEN or disabilities

St James CE Primary Academy follows Medway Council's guidance regarding admissions for pupils with SEN or disabilities. This means that if a child has an EHCP, they will not go through the main admissions process and will discuss decisions with the SEN Team at Medway Council. If a pupil has a medical, health condition or disability, parents/carers will need to provide Medway Council with details of the diagnosis and a supporting letter from the GP or consultant which demonstrates a specific link between their child's needs and how our school can meet these needs. If the number of preferences for our school is more than the number of spaces available, places will be allocated in the following priority order:

1. Children in public care/ looked after children/ previously looked after children
2. Regular church attendance
3. Siblings
4. Medical, health and special access reasons
5. Nearness of children's home and ease of access to the school

See our admissions policy <https://www.stjamesisleofgrain.org.uk/admissions/>

Admission arrangement for pupils with disabilities

Some children may have a disability within the meaning of the Equality Act 2010. It is unlawful for a school to treat a disabled child less favourably than a non-disabled child, without justification.

A disability is defined as a physical or mental impairment that has a substantial and long term adverse effect on the person's ability to carry out day to day activities.

There will be some children who have an Education Health and Care Plan (EHCP) who do not fit this definition but, equally, there will be children who do not have an EHCP who are considered to have a disability.

When considering the admission of a pupil with a disability, meetings will be held with the parent/carer and child, where appropriate, to ascertain reasonable adjustments that need to be made and whether the school can meet the needs of the pupil. A decision regarding the admission of the pupil will be made based on these discussions.

Relevant school policies underpinning the SEN D Information Report

- Admissions Policy
- Attendance Policy
- Anti-Bullying Policy
- Behaviour and Exclusions Policy
- Complaints Policy
- English as an Additional Language Policy
- Equality Objectives Policy
- Special Educational Needs and Disabilities Policy

Legislative Acts taken into account compiling the SEN D Information Report

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Amendment) Regulations 2015

In preparing this report we have considered all relevant stakeholders within the school.

We hope that these have answered any queries you may have but do not hesitate to contact the school if you have any further questions.

Date of next review: September 2026