



St James and St John Church of England Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) ANNUAL REPORT FOR ACADEMIC YEAR 2026-27.

At St James and St John Church of England Primary School, we aim to ensure that all pupils thrive in an educationally exciting environment. We are a fully inclusive school, recognising that some children may have a differences or disabilities, either permanently or temporarily, requiring additional help with their learning, in order to reach the expected levels of progress. This is referred to as a Special Educational Need and/or Disability (SEND). This annual report aims to inform you about our provision for children with SEN and/or disability (SEND).

At St James and St John Church of England Primary School, we support children with a wide range of special educational needs and disabilities including those with:

Area of need	Condition
Communication and Interaction	Speech, language and communication difficulties including autistic spectrum conditions
Cognition and Learning	Moderate learning difficulties, specific learning difficulties including Dyslexia and Dyscalculia
Social, Emotional and Mental Health	Attention Deficit Hyperactivity Disorder, Attachment Disorder, Anxiety
Sensory, Medical and Physical	Visual impairment, sensory processing difficulties, hearing impairment, physical impairment

The current SEN Code of Practice (Jan 2015), lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations follow to meet the needs of the children.

Our Special Educational Needs and Disabilities (SEND) Policy is in line with the DFE Special Educational Needs and Disabilities Code of Practice 2015.

This is available to any parent on request, reviewed annually and published on the school website and on the Buckinghamshire Council Local Offer for SEND:

<https://www.stjamesjohn.com/special-educational-needs/>

<https://familyinfo.buckinghamshire.gov.uk/send/>

<https://www.stjamesjohn.com/accessibility-plan/>

The Special Educational Needs Co-ordinator is Mrs Helen Hoy. Mrs Hoy has been a SENDCo at many different schools since 2012. She has taught age ranges in both the Primary and Secondary phase. She qualified with a NASENCO Award in 2012. She can be contacted via senco@stjamesjohn.bucks.sch.uk

The governor with responsibility for SEND Mrs Julie Child

Both are also contactable via the school office:

office@stjamesjohn.bucks.sch.uk

EYFS/KS1 Site:

Church Hill, Akeley, Buckingham,
Buckinghamshire, MK18 5HP,
01280 860272

KS2 Site:

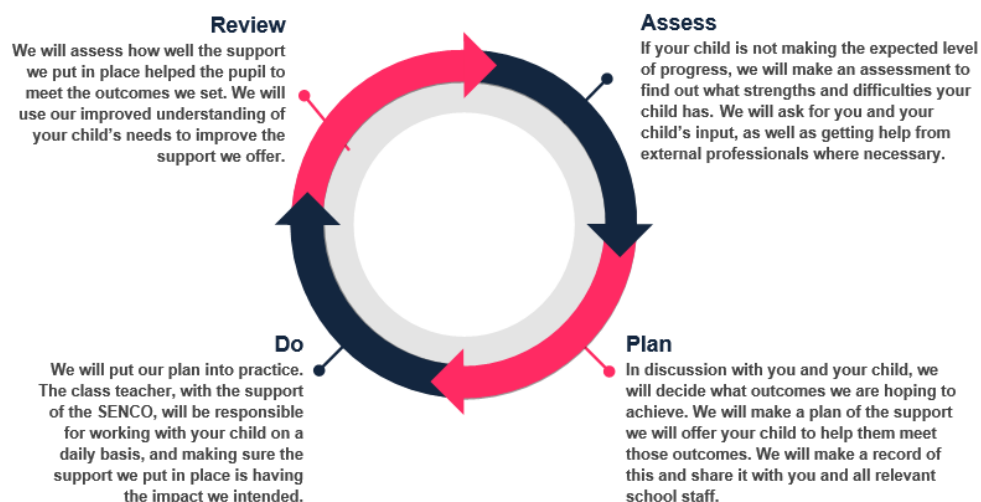
Main Street, Chackmore, Buckingham,
Buckinghamshire, MK18 5JE,
01280 812291

Should you have any complaints, please initially speak to the class teacher and then refer to the school Complaints Procedure Policy that can be accessed via the following link:

<https://www.stjamesjohn.com/complaints-procedure/>

How we identify when a child has a Special Educational Need

The categorising of children's needs is in line with the Bucks Graduated Response to supporting children and young people with Special Educational Needs.



At St James and St John Church of England Primary School, each child's progress is regularly monitored and assessed termly by teachers, so we can identify when progress is slower than expected at an early stage. Additionally, children can be identified as needing extra support by the following means:

- Concerns raised by parent or the child
- Assessments upon entry into school.
- Reading, spelling or other assessments, which may verify an initial concern.
- Analysis of termly assessment data.
- Analysis of EYFS Profiles, KS1 Year 2 SATs results and the predicted levels expected for KS2 Year 6 SATs.
- Specific programme assessment results, e.g. Speechlink assessment carried out in the first term of EYFS.
- Significant behavioural differences

How we support children with special educational needs and disabilities

Assess

Teachers, Teaching Assistants, Parents or children will speak with the SENCo regarding concerns.

SENCo will complete observations, speak with the pupil and parents/carers and if required complete diagnostic assessments.

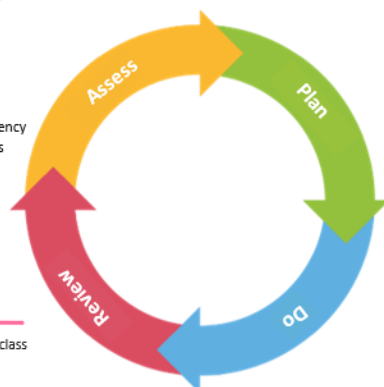
If required, SENCo will complete a referral to an external agency (see listed below) to seek further advice and/or assessments

Review

Parents/Carers are invited to review meetings with the class teacher and if required the SENCo at 3 points in the year.

The targets are checked to see if they are still relevant or have been achieved.

The next steps are carefully planned with parents, outside agencies and the child themselves. We will think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Following review of external reports/assessment and any additional information, pupil will be added to the SEND Register

In consultation with parents/carers an Individual Support Plan (sometimes called an IEP) will be created to include specific targets to reduce barriers to learning and increase progress. Parents are given a copy of this plan.

Adaptions are made in the classroom to support the pupils individual learning needs. (examples of possible adaptations are listed below).

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

The following leaflet is issued to parents at the point of which a child needs additional help and is placed on the SEN register:

<https://www.stjamesjohn.com/special-education-needs-leaflet-for-parents/>

A few examples of possible adaptations in the classroom taken from Buckinghamshire Universal Provision:

Area of Need	Possible Strategies
Processing what is being said Comprehending what is being said Following multi-step instructions Listening in a range of contexts	Reduce the language load, by using clear and specific language Allow time for processing and responding Use visual cues; gestures, objects, symbols, signing, pictures and words Teach new words in a planned, structured way using structured approaches such as Word Aware
Forming, developing and maintaining friendships Working and learning in a group Communicating their own needs or feelings	Use their hobbies/interests as a safe topic to talk about Provide structure during unstructured times Balance the cognitive, language and social load for example, lower academic demand if expecting to work as part of a group
Maintaining and switching focus Knowing where to focus attention	Gain CYP's attention before giving instructions for example, cue in by name Give instructions one at a time and in order of completion
Withdrawing and disengaging Masking / camouflaging	Respond to distressed or demand avoidant behaviour with curiosity and an approach focused on de-escalation and co-regulation use language such as: "I wonder...", "I

	imagine...", "I notice...", "I empathise..."
Inability to recall information Inconsistent recall of information	Reducing distractions Chunking verbal and written information
Difficulty with decoding (the acquisition of phonological awareness and phonics) Difficulty retaining words by sight	Develop phonological awareness skills through oral activities Shared reading activities
Difficulty spelling words Inconsistent spelling	Reduce writing load Reduce writing tasks Alternatives ways of recording for example, play scripts and annotated poster
Difficulty accessing areas of the school site/classroom Difficulty with mobility particularly when the day requires a lot of movement	Access all necessary areas of the school site with appropriate support and adaptations made Appropriate layout of furniture to enable safe movement around the classroom Appropriate furniture for example, height adjustable tables

Currently we have seven Teaching Assistants (TAs) and two Higher Level Teaching Assistants (HLTA). These invaluable members of staff support alongside the class teachers by delivering specialised programmes and offering support within the classroom.

A range of interventions to support children's needs can include:

- Sensory Circuits
- Additional 1:1 reading and comprehension sessions
- Fresh Start Reading, Writing and Spelling Intervention for Key Stage 2
- Additional Read Write Inc Phonics intervention
- Shape Coding (Speech and Language Therapy)
- Colourful Semantics (Speech and Language Therapy)
- Plus 1 (Maths) – KS1
- Power of 2 (Maths) – KS2
- IDL Maths and Literacy
- Toe by Toe (Reading)
- Friendship Formula
- Drawing and Talking Therapy
- LEGO Therapy (Fine Motor and communication/language development)
- Typing Club KS2 – developing keyboard skills to gain access to word-processing within class on a regular basis. Following the program: www.typingclub.com
- Monty Therapy Dog – 1:1 reading with the support of therapy dog
- Talkabout KS1(Chatty groups for assisting with social skills and self-esteem)
- Precision Monitoring/Direct Teaching

Where a child needs more specialist support, external agencies and other professionals may be involved to deliver face-to-face or remote support.

External Agencies

The school works with outside support services to meet the needs of children with SEND and their families.

These may include:

- Specialist Teaching Service to support children with Autism, Visual and Hearing Impairment, ADHD.
- Speech and Language Therapy Service
- Physical Disabilities Team
- Virtual school team – for looked after children
- CAMHs (Child and Adolescent Mental Health Service)
- School Nursing Team
- Family Support
- Social Care
- Child Protection Services
- County SEN Team
- ICT Access Team

We will always contact parents before involving specialist SEN services.

We will also work closely with parents when liaising with privately sourced agencies.

We work closely with the Virtual School when providing support for looked-after and previously looked-after children with SEN. Our designated teacher from the Virtual School is Maria Seth.

Children with medical needs

If a child has an additional medical need, an individual health care plan may be required. The school's guidance for the administering of medicines policy and forms can be found here:

<https://www.stjamesjohn.com/attachments/documents.asp?id=266>

How we know if SEN provision is effective

We monitor the effectiveness of provision for individual children and as a whole in a number of ways:

- Reviews of the IEP targets in consultation with the child, parent/carer, class teacher, teaching assistant and if required, SENCo.

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I am good at:



I work well when:

My friends and family:



My interests:

I am working on:

Achievement						
Yr	Good term target	Success Criteria	Baseline Assessment	Special Educational Provision & Resources	Reading Age (Start)	Children's Assessment (End)

Regular quantifiable assessments to measure progress such as Reading Age Equivalent. Data is recorded on a provision map to measure pre and post intervention to ensure progress is made.

Possible assessments include:

- IDL Literacy and Maths Screeners
- YARC Reading Assessments
- GL Assessment Screener for Dyslexia
- Whole class reading, maths and SPAG Assessments

How will the children be involved in decisions about their education?

The level of involvement will depend upon your child's age and may include:

The child's views on their Individual Education Plan.

- Children may attend IEP review meetings.
- Children's views will always be incorporated within documentation for an Annual Review, if the child is in receipt of an EHCP, whether it be written, spoken, or pictorial evidence.

Transition between phases of education

We work closely with pre-school and Nursery settings prior to children joining school. This involves additional visits to see the child in their setting or in their home. We plan sessions for the children to 'Stay & Play' in the summer term.

We hold whole-school events at the Chackmore site throughout the year to help our younger children become familiar with our Chackmore site and staff.

We run transition sessions for children moving between phases, Key Stage 1 (Akeley site) to Key Stage 2 (Chackmore site). This is accompanied by documentation to remind the children of their new teacher, the site and other photographic information. We provide additional opportunities for 1:1 visits as and when appropriate.

Moving up to Year 3 at Chackmore



In September, I will be moving up to Year 3 in Chackmore. This is very exciting. It can also be a little bit worrying.

My Year 3 teacher is Mrs Bailey and Mrs Florey will be my Teaching Assistant. These adults are lovely and familiar to me.



There will be some other teachers and teaching assistants you will meet at Chackmore in September. You may have already seen them at the whole school events this year, like Sports Day and the Easter Extravaganza.

The Year 3 classroom, is near the hall. Most of my lessons will happen in here. In Year 3, I will be doing Maths, English and all the other subjects I did in Year 2 plus a few others, like French.

We work closely with our local secondary schools to ensure information is passed on to other schools prior to transfer. We provide the same level of communication about children transferring to other schools outside of the county. We ensure we invite representatives from transferring Secondary schools to relevant Annual Reviews, for those with EHCPs. In the summer term, we run transition sessions for all children in Year 6.

If children require additional support with transition, we work closely with the feeder school to provide additional meetings and visits.

Additional Information

The Special Needs page of the school's website continues to be updated and offers further links to other sites, which may be of use to parents.

<https://www.stjamesjohn.com/special-educational-needs/>

If parents have concerns regarding their child's mental health contact:

<https://www.oxfordhealth.nhs.uk/camhs/bucks/>

Contact number: 01865 901 951

<https://www.nhs.uk/nhs-services/mental-health-services/where-to-get-urgent-help-for-mental-health/>

We take all forms of bullying seriously. Our Behaviour and Anti-Bullying and Harassment policies can be found at:

<https://www.stjamesjohn.com/policies/>

Date to be reviewed: September 2027.