



ST JAMES C of E JUNIOR SCHOOL

**Special Educational
Needs and
Disabilities (SEND)
Local offer and
Information report**

This report explains the provision offered at St James' C of E Junior School for children who have Special Education Needs and Disabilities. Through our school vision we aim to 'create a culture of achievement where it is a joy to and where all can fulfil their potential'.

We hope the information included is helpful to you when making a decision about your child's education.

How do we identify Special Educational Needs?

- Teachers and support assistants have opportunities daily through observations in class (looking at motivation, interaction and ability to complete tasks set)
- Class teachers may discuss their observations with the SENDco.
- Discussions with parents/carers. We will pass on any observations regarding progress being made.
- Formal and informal assessments which happen regularly.
- Monitoring of targets and learning objectives set.

Who should I talk to about my child's difficulties with learning?

- In the first instance you should speak to your child's teacher. They see your child daily and have the best understanding about your child's learning.
- The schools SENDco, Mrs V Pickering is responsible for coordinating the support for children with Special Educational Needs. She works closely with class teachers to ensure they are supported in class and relevant provision is available. She also makes contact with other professionals when further advice is needed.
- If you are still concerned that your child isn't making progress, you should speak to the Head teacher Mr A Beattie or the SEND governor Mrs T McGrady, who will liaise with the appropriate staff members.

How will school staff support my child?

- Firstly we will identify what are the areas of need.
- The relevant provision will be put in place to help develop areas of need. This may involve the use of different resources, differentiating tasks and working within a small group or as part of a support group.
- Develop an individual Support plan in discussion with the SENDco and parents which include SMART targets and review them regularly.
- Differentiate tasks where appropriate to ensure children are able to access the curriculum.
- School will speak to external professionals for further advice if progress is limited. When relevant the SENDco will request for a statutory assessment to be completed.
- Children will be supported at different levels within school. The class teacher may work alongside a teaching assistant to ensure areas of need are being worked on and ask them to focus on a particular target through 1:1 intervention and during small group work.

- The Head teacher and SENDco will discuss provision available and ensure the relevant support is available for children identified with SEND.
- The School has a governor with responsibility for SEND, Mrs Tracy McGrady will ensure that SEND is a focus in governor meetings and share any relevant information regarding policy and procedures with the governing body.

How will the curriculum be matched to my child's needs?

- Class teachers will ensure that the curriculum is adapted to enable all children to access it appropriately.
- Where the curriculum cannot be adapted, class teachers will make sure your child is supported with anything they may need to help them achieve success with a given task.
- The class teacher may use pre-teaching to enable your child to be prepared for future learning.
- Time has been built into the timetable to ensure children have the opportunity for 'Catch up' maths on a daily basis.
- If your child requires additional support, they might work on a specific designed programme of study to boost their understanding.

How will I know my child is doing well?

- Your child's class will always be hand to speak to you. We have two formal parents meetings on the school calendar (Autumn term and Spring term) However there is usually time at the end of the school day and sometimes time in the morning for a discussion. If you wanted to speak to your child's teacher the best way to arrange this would be by phoning the school office on 01946 695311 and leaving a message with the Office Manager Mrs Maiden for your child's teacher to ring you back.
- Your child's attainment is tracked every half term as we carry out a regular assessment cycle. This will clearly show any areas of improvement within the different areas of the curriculum.
- Class teachers will monitor progress made towards any targets set and share this with parents. This may form part of an Individual Support Plan or Educational Health Care Plan (EHCP) review.

What support is there for my child's well-being?

- A broad and balanced curriculum which gives children the opportunity to learn how to keep themselves safe and healthy.
- Opportunity to share talents throughout curriculum activities and PSHE sessions.
- Our Christian values which are rooted in all we do.
- A well-structured reward systems which celebrates: good learning, good behaviour, good manners, good attendance. This includes the use of house points, stickers and certificates.
- An effective behaviour management policy.

- Small group interventions to promote well-being and self-esteem.

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

- An excellent team within school of teachers, teaching assistants and a trained learning mentor. We have staff who are trained in kid Safe, Paediatric first aid and specific medical needs (allergies)
- All staff in school have completed at least Level 1 safeguarding training.
- External professionals including Specialist teachers and Educational Psychologists work alongside staff and parents/carers to provide advice and guidance in relation to a child's particular needs.

How accessible is the school?

- The school has wheelchair access via a ramp on the front of the school.
- The majority of school is accessible. We would encourage visitors to ring the school before a visit to enable us to provide additional support.
- Further information can be found in our 'Accessibility plan'.

How will the school prepare my child for joining this school? Transferring to the next Key Stage? For the next stage in life?

- The school works closely with the local Infants School (St James C of E infants) and each year children who are due to transfer to us are involved in a series of transition activities. This gives the children opportunity to find out how we work and see what happens in our school. We recognise that some children may need further support and if this is the case we build in extra visits so we can focus on different times of day or even see how something currently works.
- The SENDco and Year 3 teachers meet with staff from the infants to discuss the children who are transferring and things we should know about them. During these meetings information regarding SEND is passed on. This not only includes the transfer of any Individual Support Plans or Educational Health Care Plans but any reports or guidance from external professionals.
- If your child is transferring to us from another establishment we will ensure that we have all relevant information from their previous school to enable us to continue the support which has been identified as being needed. Depending on their needs and identified targets we may involve other agencies to ensure a smooth transition.
- The SENDco and Year 6 teachers have meetings with the relevant staff (usually SENDco and Head of Year Group) to ensure a smooth transition from Key Stage 2 to Key Stage 3. During these meetings any Individual Support plans and Educational Health Care Plans are shared and discussed and transition activities are discussed.
- We usually organise extra visits for children who are anxious or worried about moving on and are in need of a bit more support in preparing them for the next step. We arrange for a teaching assistant who is known by the children to

accompany them on the visits so they have the opportunity to discuss their feelings before and after a visit.

- We use opportunities within the curriculum to support your child's personal and social development.
- Residential visits in Year 4 and Year 6 enable children to experience new things and aim to promote independence.

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

- Support will be allocated in relation to: the needs of a child, the available funding, the views of parents/carers and the child and the guidance from other agencies involved with the child.
- Children with an Educational Health Care Plan (EHCP) will be allocated funding and resources as recommended by their statement of needs. This support may come in a range of forms including support and specialised resources.
- Support is reviewed on a half termly basis and adjusted accordingly when needed.

If you have any further questions regarding this document please contact the SENDco Mrs V Pickering or the Head teacher Mr A Beattie.