

St. James' Church of England Primary School **Special Educational Needs and Disabilities (SEND)** **Information Report**

Introduction

St. James' Primary school is an inclusive mainstream school where all children are welcome whatever their abilities and needs. At St. James' we believe that all children should have access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs. We work hard to ensure all children are given the right balance of support and challenge to enable them to be happy and successful learners.

How can I let the school know if I am concerned about my child?

- If you have any concerns about your child, you should speak to your child's class teacher in the first instance.
- If you are not happy that the concerns are being managed, and you are worried that your child is still not making progress, you should contact the SENCo, Mrs Lisa Griffiths, or the Headteacher. If you are still not happy, you can contact to the school SEND Governor, Mrs Lisa Pardoe, or follow the school's complaints procedure.

How will staff know if my child needs extra help?

At St. James' we aim to identify children who require additional support as early as possible. This can take place at any point during the school year.

We know when pupils need help if:

- concerns are raised by parents or carers, a teacher or your child
- a pupil is making limited progress (as identified through assessment procedures)
- there is a change in the pupil's behaviour or progress
- an early years setting or previous school has notified us of the support they are offering your child at the point of their transition to St. James
- Your child's progress is continuously monitored by their class teacher and is reviewed formally each term with the Deputy Head, Numeracy or Literacy Manager and Special Educational Needs Coordinator (SENCo) as part of the school's pupil progress meetings. During these meetings we will discuss your child's progress in

general as well as their specific progress in Reading, Writing and Maths, or if applicable the Early Years Foundation Stage goals.

- If at any point during the year your child does not appear to be making expected progress even when the teacher has adapted their teaching methods and materials to suit your child's style and rate of learning, then they may require 'SEN support'. We will discuss the reasons why this may be and identify your child's barriers to learning. This may involve the use of assessment or screening tests to inform our understanding of your child's particular area of need.
- If your child is identified as requiring 'SEN support' you will be invited to meet with their class teacher and SENCo to discuss their individual targets and plan any additional support your child may receive. The SENCo, class teacher, learning support assistant and SEN team will then work together to put in place strategies or support to enable your child to progress.
- Your child's progress and targets will be reviewed regularly by your child's class teacher and the SENCo will also check that your child is making good progress within any individual or group interventions that they take part in. Each term you will have the opportunity to meet with your child's class teacher and the SENCo to review the progress made and discuss plans for the following term.
- If your child has a Statement of Special Educational Needs or an Education, Health and Care Plan, this will be formally reviewed at an Annual Review. You are very much encouraged to attend this meeting, together with all the agencies that are involved with supporting your child.
- At St. James we use a range of goals, tests and teacher assessment to measure children's progress and attainment. Whilst the majority of children at St. James' will take these tests, for those with the most complex special educational needs this may not be appropriate.
 - All children in the Early Years Foundation Stage (EYFS) are assessed against the Early Learning Goals.
 - Most children in Year 1 and some children in Year 2 will take the Government's Phonics Screening Test.
 - At the end of each key stage (i.e. at the end of Year 2 and Year 6) most children are formally assessed using Standard Assessment Tests (SATs) and Teacher Assessment.
 - Most children in Years 1, 3, 4 and 5 are assessed through the use of Quality and Curriculum Authority (QCA) tests and Teacher Assessment.
 - For most children in Year 1 to Year 6 spelling progress will be monitored through termly spelling assessments

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

At St. James we have high expectations for all children. We strive to support all children to enable them to achieve well at school. In order to do this many steps are taken to support them through their learning journey. For some children there are occasions when additional support may be needed to help them achieve their targets. This support may be offered by your child's class teacher, class learning support assistant (LSA) or the SEN team.

We will amend the curriculum and support your child in a variety of ways:

- **High quality teaching In the classroom (Wave 1 Provision):**
Your child's class teacher will adapt the curriculum planning and teaching, to provide differentiated and relevant learning opportunities and activities (including home learning) that suit your child's individual needs and targets. Activities will build on your child's strengths, skills and prior knowledge. Differentiation for your child may include additional support from the teacher or learning support assistant, providing access to additional or different resources or equipment, using different teaching styles such as practical learning and outdoor spaces, or adopting specific strategies suggested by the SENCo and/or outside agencies.
- **Small 'Booster' Groups (Wave 2 Provision):**
Small booster groups, which are run by class teachers or learning support assistants, are available to any child within school. Your child may join one of these groups if their skills require a 'boost' in an aspect of reading, writing, spelling or maths. Depending upon the activity, this learning may take place in a quiet area outside the classroom.
- **Individual Support (Wave 3 Provision):**
If your child has more specific gaps in their understanding or learning they may be taught by a trained learning support assistant or member of the SEN team in a 1:1 situation to help them progress and meet their targets. This learning typically takes outside the classroom. The duration of the intervention will vary according to need. The intervention will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning for your child.

If your child requires an NHS Occupational Therapy or Physiotherapy programme to be delivered by school, this will be carried out by one of our trained learning support assistants.

- **Specialist speech and language support within school:**
Our trained Speech and Language learning support assistant works as part of the SEN team with children across all year groups on a 1:1 basis or sometimes with small focus groups. She supports children who are receiving NHS Speech and Language Therapy (SALT) by helping them in school to work on the targets set by their NHS therapist. She also works with children who may not be currently receiving NHS therapy, but who we feel would benefit from receiving speech and language support.

- **Specialist support from outside agencies:**

Sometimes a pupil's barrier to learning cannot be overcome through high quality teaching and intervention support. They may need more specialist support from:

- School Nurse
- The Local Authority Educational Psychology Service
- Outreach Service
- Specialist Teacher Advisory Services for Physical Disability (PD), Hearing Impaired (HI) or Visual Impairment (VI)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Primary Behaviour Support Service

If your child has been identified by their class teacher or SENCo as needing more specialist support, or you have raised your own worries, then you will be asked to meet with the SENCo to discuss your child's progress and help plan possible ways forward. You may be asked permission for the school to refer your child to a specialist professional for assessment. This will help the school and yourself to understand your child's particular needs better and how they can be best supported in school.

- **Pupils with a Statement of SEN or an Education, Health and Care Plan (EHCP)**

This applies to a minority of pupils in school whose learning needs are severe, complex and long term and who have been assessed and provided with a Statement of Special Educational Needs or an Education/Health and Care (EHC) Plan from the Local Authority. In this case, your child will have been identified as requiring a particularly high level of individual support which will have been specified by the Local Authority. This will typically involve specialist support in school from an external professional, for example a Specialist Teacher Advisor for Physical Disability (PD), Hearing Impaired (HI) or Visual Impairment (VI) or from the Speech and Language Therapy (SALT) service. If your child joins our school with a Statement of SEN/EHC Plan, we will work in consultation with parents and professionals to put support in place for your child.

If your child is identified as candidate for an EHC Plan whilst at St. James', you or the school can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the nature and amount of support that will be provided for your child. This process is always undertaken as a partnership between home, school and the professionals involved with a child's support. The statutory request takes the form of an extensive document detailing information about your child. Your views will be included in the evidence for the EHC Plan request. The Local Authority will decide whether or not to proceed with the assessment process. If the Local Authority declines the request, they will provide school and home with a document suggesting support and strategies that could be used in the future. If the statutory assessment request is successful then the

professionals working with your child will be asked to submit reports outlining your child's needs. Once the Local Authority has received all the requested reports, they will decide whether an EHC Plan should be issued. If this is the case, they will write an EHC Plan outlining the number of hours for individual/small group support that your child will receive and what support strategies should be put in place. It will also give long term and short term goals for your child. We always work with parents to put the provision and strategies in place as suggested by a Statement or EHC Plan.

How will you help me to support my child at home?

- The class teacher may suggest ways of how you can support your child.
- The SENCo may meet with you to discuss strategies to use when supporting your child at home.
- The ELSA may meet with you to discuss strategies to use if your child has social or emotional needs.
- If outside agencies such as SALT, Occupational Therapy, Physiotherapy or the Educational Psychologist have been involved with your child, then suggestions, recommendations and intervention programmes or exercises are normally provided that can be used at home.
- The school can also signpost you to external help (from outside agencies) if this is required.

What support will there be for my child's overall wellbeing?

- Within our SEN team, we have a trained Emotional Literacy Support Assistant (ELSA) who supports a number of children throughout the school, either in the classroom or by withdrawing children for group sessions. These children may have difficulty with friendships, social skills, understanding emotions, anger management, self-esteem, and bereavement or family changes. Depending upon their need, children are supported on a 1:1 basis or in a small focus group typically over a six week period. 'One-off' or occasional support is also available and is most likely to occur as a result of a pupil using our 'chatterbox' post box to request the ELSA's support in an area that is worrying them.

If we identify that a series of ELSA support sessions would be beneficial to your child, then their class teacher will notify you. You will be asked to give your written consent and you will have the opportunity to share with us any information that you think may be helpful to us in supporting your child to meet their specific targets.

If you are concerned that your child may be experiencing difficulties relating to their wellbeing, and think that ELSA support would benefit them, you should speak to your child's class teacher in the first instance to discuss this.

- In case of an accident, illness or need for medication, there are several members of staff trained in first aid. If your child becomes unwell they will usually be taken to the school's medical room where one of the first aiders will administer first aid. If it is felt that your child is too unwell to remain at school, a member of the office staff will contact you and ask you to collect your child. If you require the school to administer medication prescribed to your child, we will ask you to complete a parental consent form. We will be unable to administer the medication without this. The medication should be handed to the school office where it will be kept secure.

How will I know how well my child is doing?

- Your child's class teacher is regularly available at the end of the school day to discuss how well your child is doing and to share information about what is working well at home and school, so that similar strategies can be used. If you have concerns about your child's progress, we would encourage you to speak to your child's class teacher initially. If you continue to have concerns you should contact the SENCo.
- A home/school communication book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- If your child is receiving Occupational Therapy or Physiotherapy support from an outside agency then you will be invited to attend any assessments that are held in school. Information provided by the external professionals following your child's assessment will either be discussed with you directly, or where this is not possible, you will receive a copy of their written report.
- We hold three parents' evenings per year during which you will have the opportunity to meet with your child's class teacher and SENCo. Your child's progress and targets will be reviewed with you at this time.
- If your child has a Statement of Special Educational Needs or EHC Plan, you will also be kept informed of their progress through the Annual Review.
- You will receive a formal school report for your child during the summer term each year.

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

- The school receives a budget from the Local Authority to support pupils with SEND. The Headteacher and Governing Body decide on the budget for SEND each year. Additional support or resources may be allocated following pupil progress meetings, if a child has been identified as not making as much progress as would be expected, or if a concern has been raised by the Headteacher, Deputy Headteacher, class teacher or SENCo at another time during the year. Together we decide what resources, training and support is needed and resources are allocated accordingly. Children with Statements of SEN or an EHCP may have specific allocations in terms of resources and additional adult support, which will be met in full.

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

We are very keen to work in partnership with you to support your child and their learning. Parents are encouraged to contribute to their child's education, this may be through:

- Informal discussions with the class teacher
- Parent/Teacher consultations during parents' evenings (where your child's targets are shared and discussed)
- Meetings with the SENCo/other professionals
- Annual Reviews (for children with a Statement of SEN or EHCP)

How are the staff in school helped to work with children with SEND and what training do they have?

- The SENCo supports the class teachers in planning and resourcing for children with SEND. As part of the performance management cycle, every staff member has opportunities to improve practice, teaching and learning of all pupils, including those with SEND. This may include whole school training including INSET days, support staff training and participation in individual courses or external training events. Training and development is linked with the school development and SEND development plans. Individual staff may also access advice and support from outside agencies who are working with specific children.

How accessible is St. James' to children with SEND?

We welcome visits to the school to discuss individuals' access requirements. Please contact the school office if you would like to make an appointment to visit us.

- St. James' is a single-storey building built on a gradual slope.
- We have two staff/visitor car parks on site both with parking bays for disabled badge holders. There is a ramp providing access from the car park to the school building.
- Access through the main school entrance and to the Foundation Stage classrooms is via a threshold/step.
- Access between the playground and our individual Key Stage 1 and 2 classrooms is via a step.
- The pond in our environmental is accessible via two steps. Risk assessments are in place to ensure the safety of all children when they are using our environmental area facilities.
- As our school is built on a gradual slope, there are some areas with uneven surfaces around the site. For example, ramps in the corridor lead from Foundation Stage and Key Stage 1 classrooms to the hall/dinner hall and from the Key Stage 2 classrooms to the music and drama room.
- There are areas of sloping ground in the Foundation Stage outside learning/playground area which are accessed either via an incline or three steps.
- There are double doors
- Our facilities include a large disabled toilet (located in the Foundation Stage area of the school) which is large enough to accommodate changing.
- We ensure that where ever possible equipment used is accessible to all children regardless of their needs.
- We endeavor to ensure that any extra-curricular activities are accessible for children with SEND.

Should any pupil become disabled or any pupil with a disability join the school, then we will seek professional advice and endeavour to provide any necessary aids to assist them to gain full access to the curriculum.

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

We recognise the value of opportunities for children to learn outside the classroom and believe that these experiences should be available to all children. Risk assessments are carried out and procedures are put in place to enable all children to participate. If an intensive level of support is required for your child, where possible we will assign a key member of staff to support your child. There may be occasions when we ask you to accompany your child during an activity.

How will the school prepare and support my child when joining St. James' or transferring to a new class or school?

We recognise that transitions can be anxious times for a child with SEND. At St. James' we work hard to ensure that any transition is as smooth as possible.

- **If your child is joining the Foundation Stage:**

Our Foundation Stage teachers and the SENCo will endeavour to visit your child's pre-school or make links with the pre-school and agencies involved with your child before they join St. James'. Prior to your child starting school, we will hold a transition visit for your child to attend with their pre-school. There will also be an opportunity for you to visit the school with your child. In addition, you will be invited to attend an information evening. We also offer home visits to all of the children coming into the Reception year.

- **If your child is joining St. James' from another school:**

We will contact the SENCo to request all relevant records about your child ensure that we know about any special SEND arrangements or support that your child has received. This will enable us to make an assessment of your child's needs and put in place the necessary provisions to support them at school.

- **When your child moves between classes at St. James':**

Information about your child's learning and their special educational or disability needs will be passed between class teachers in advance of them joining their new class. Towards the end of the summer term, your child will visit their new class to meet their new class teacher and any other adults supporting them, during a whole school transition morning. Additional transition support can be provided by our Emotional Literacy Support Assistant (ELSA) if this would help your child prepare for the move to a new class. If your child would be helped by a social story to help them understand moving on, then this will be written and shared with them in school. A transition booklet containing photographs and information about your child's new class, routines and the adults who will be teaching and supporting them may be shared with your child at school and given to them to share with you at home.

- **When your child transfers to secondary school:**

The Year 6 class teachers and SENCo will meet with the transition Leader and/or SENCo of your child's secondary school to discuss the specific needs of your child. Your child may be offered additional transition visits to their new secondary school and if appropriate, staff from the new school may visit your child at St. James'. Additional support may be provided by our Emotional Literacy Support Assistant (ELSA) to prepare your child for their move to secondary school and talk through any anxieties they may have.

Who can I contact to get further information about SEND provision at St. James'?

Our SENCo is Mrs Lisa Griffiths and our SEND governor is Mrs Lisa Pardoe. Both can be contacted through the School Office.

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West End
Southampton
Hampshire
SO30 2EG

Tel: 023 80 900995

Email: adminoffice@st-james-westend.hants.sch.uk.

Where can I get further information about services for my child?

The information in this School Information Report forms a part of Hampshire's Local Offer which outlines all services and support available across health, education, social care and leisure services for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEND).

The Local Offer can be accessed at: http://www.hantslocaloffer.info/en/Main_Page