



St James' C of E Junior School Special Educational Needs and Disabilities (SEND)

Local offer and Information report

This report explains the provision offered for children who have Special Education Needs and Disabilities at St James' C of E Junior School where our vision is 'with exploring minds, and faith; we grow and learn together'.

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

How does the school know if a young person/child needs extra support?

- Teachers and support assistants have opportunities daily through observations in class
- Class teachers may discuss their observations with the SENCO.
- Discussions with parents/carers.
- Limited progress as evidenced in analysis of regular formal and informal assessments.
- Concerns regarding behaviour or self-esteem affecting progress in school.
- Information from medical professionals including diagnosis.

How will parents/carers be able to raise concerns regarding their child?

- 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 SENCO, 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.

How will school staff support my child?

- Firstly, we will identify what the child's need is
- The relevant provision will be put in place to help develop areas of need. This may involve the use of different resources, scaffolded tasks or working within a small group or as part of a support group.
- Class teachers will develop a Pupil Passport, in discussion with the SENCO and parents, which includes individual targets and review them termly.
- School will speak to external professionals for further advice if progress is limited. When relevant the SENCO 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 supported and ask them to focus on a particular target through 1:1 intervention and during small group work.

- The Head teacher and SENCO 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, they will ensure that SEND is a focus in governor meetings and share any relevant information regarding policy and procedures with the governing body.
- Parents will be kept informed and updated on their child by the class teacher.

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

- Quality First Teaching and an inclusive curriculum will ensure all children are able to access learning.
- Support staff may work with your child 1:1 or in a small group to target their needs.
- Use of resources. Some children may use ICT to help them present their learning.
- 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 programme of study to boost their understanding.

How will I know how 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.
- 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 a Pupil Passport or Educational Health Care Plan (EHCP) review.
- For some children it may be beneficial for us to; send messages on Seesaw, make weekly phone calls or offer a home/school diary to keep parents informed about their child.

How will the school's approach to teaching and learning be matched to my child's needs?

- A broad and balanced curriculum which gives children the opportunity to learn how to keep themselves safe and healthy.
- A curriculum compliant PSHE scheme which provides opportunities to value family structures, identify ways to support and maintain friendships, develop safe relationships, promote good health, learn to make independent choices and operate safely in a digital world.
- Our Christian values which are rooted in all we do.
- A well-structured reward system which celebrates: good learning, good behaviour, good manners, good attendance. This includes the use of pennies in a jar, stickers and certificates.
- An effective behaviour management policy.
- Small group interventions to promote well-being and self-esteem.
- Two learning mentors who are available to support children with issues they may be facing.

What support is available for my child?

- An excellent team within school of teachers and teaching assistants. We have staff who are trained in kid Safe, Paediatric first aid and for specific medical needs (diabetes, allergies)
- All staff in school have completed at least Level 1 safeguarding training, Level 1 Autism awareness and Adverse Childhood Experience training.

- External professionals including Specialist Advisory Teachers/HLTAs 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/environment?

- The school has wheelchair access via a ramp on the front of the school.
- There is a disabled toilet in 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 our 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 what happens in our school.
- The SENCO 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 ensure that we have all the relevant information from their previous school to enable us to continue to support them. Depending on their needs and identified targets we may involve other agencies to ensure a smooth transition.
- The SENCO and Year 6 teachers have meetings with the relevant staff 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 organised.
- We often organise extra visits for children who are anxious or worried about moving on and need 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 these 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 regularly and adjusted accordingly.

Who can I contact and where can I find further information?

- [St James' Special Educational Needs Policy](#)
- If you have any further questions regarding this document please contact the SENCO Mrs V Pickering or the Head teacher Mr A Beattie.
- Cumbria SEND Information, advice and support service - Copeland, Coniston and Ambleside - Sally Godfrey sally.godfrey@cumbria.gov.uk

