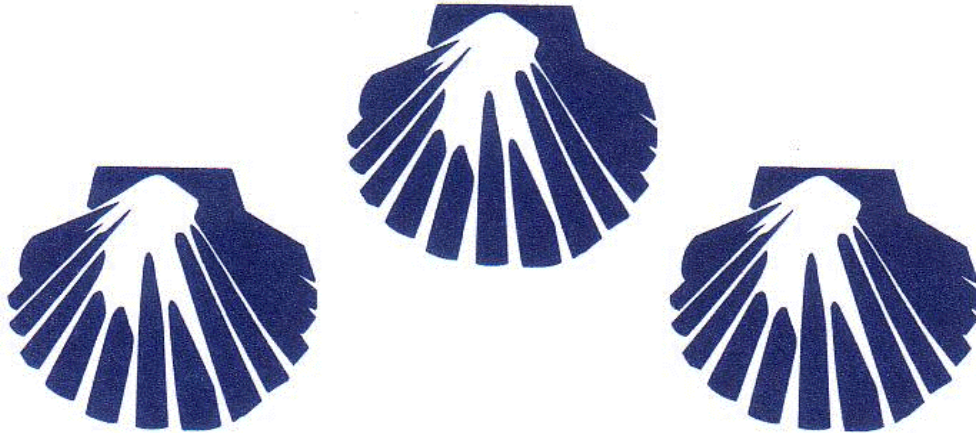


# St. James' C of E Junior School SEND Information Report



**School motto:**

*'Live to Learn, Learn to Live.'*



**Name of Policy: SEND Information Report**

**Date Revised: 17<sup>th</sup> July 2017**

### **History of Policy**

<b>Date</b>	<b>Notes</b>
June 2014	Policy written
June/Sept. 2014	Parents consulted
June 2014	School Council Consulted
July 2014	SEND Pupils Consulted
September 2014	Published on St. James' website
October 2014	Presented to Governors
July 2016	Policy reviewed and revised
July 2017	Policy reviewed and revised
July 2018	Policy to be reviewed

## SEND provision for Children and Young People at St James' C of E Junior School - June 2014

St. James' C of E Junior School is committed to ensuring that all our pupils have high aspirations for themselves and for each other. Every child in our learning community has the right to grow into a well-informed, confident individual who is able to demonstrate independent learning and responsibility in their attitudes towards one another. We aim to provide for the needs of every child, and do this through various channels, including the use internal and external resources.

At St James' C of E Junior School our motto is:

"Live to Learn, Learn to Live."

Our core values are embodied in the 4Cs:

Care

Courtesy

Cooperation

Consideration

Our school motto and core values thus challenges and informs the core purpose of our inclusion provision, which is to ensure that every pupil with special needs and/or disability makes adequate progress, and where possible, challenged appropriately to promote exceptional progress, as well as achieve their personal best. We also ensure that each pupil is included in every aspect of school life.

As part of the Children and Families Act 2013, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEND (special educational needs and/or disability) in the local area.

Newham's Local Offer is available *on the Newham Website* and tells parents how to access services in their area and what to expect from these services.

Alongside the Local Authority's **Local Offer**, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with **SEND**, the SEND Information Report.

This document outlines the details of the SEND Information Report for St James' C of E Junior School. It describes the arrangements we make that are 'additional and 'different 'for pupils with SEND. This information has been produced together with parents/carers and our young people. This document will be reviewed annually.

The following information outlines the support and provision pupils with SEND can expect at St James' C of E Junior school, including a diagram (on the next page) which illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

**At St. James' all pupils will access:**

- High Quality Teaching and learning

**Some pupils with additional SEND needs will access:**

- A differentiated curriculum
- Targeted interventions

**A few pupils with complex or significant needs will access:**

- Specialist resources/services in house and external agencies
- Small group/individual support
- Personalised learning/specific intervention programmes

**The main areas of need catered for at St. James' include:**

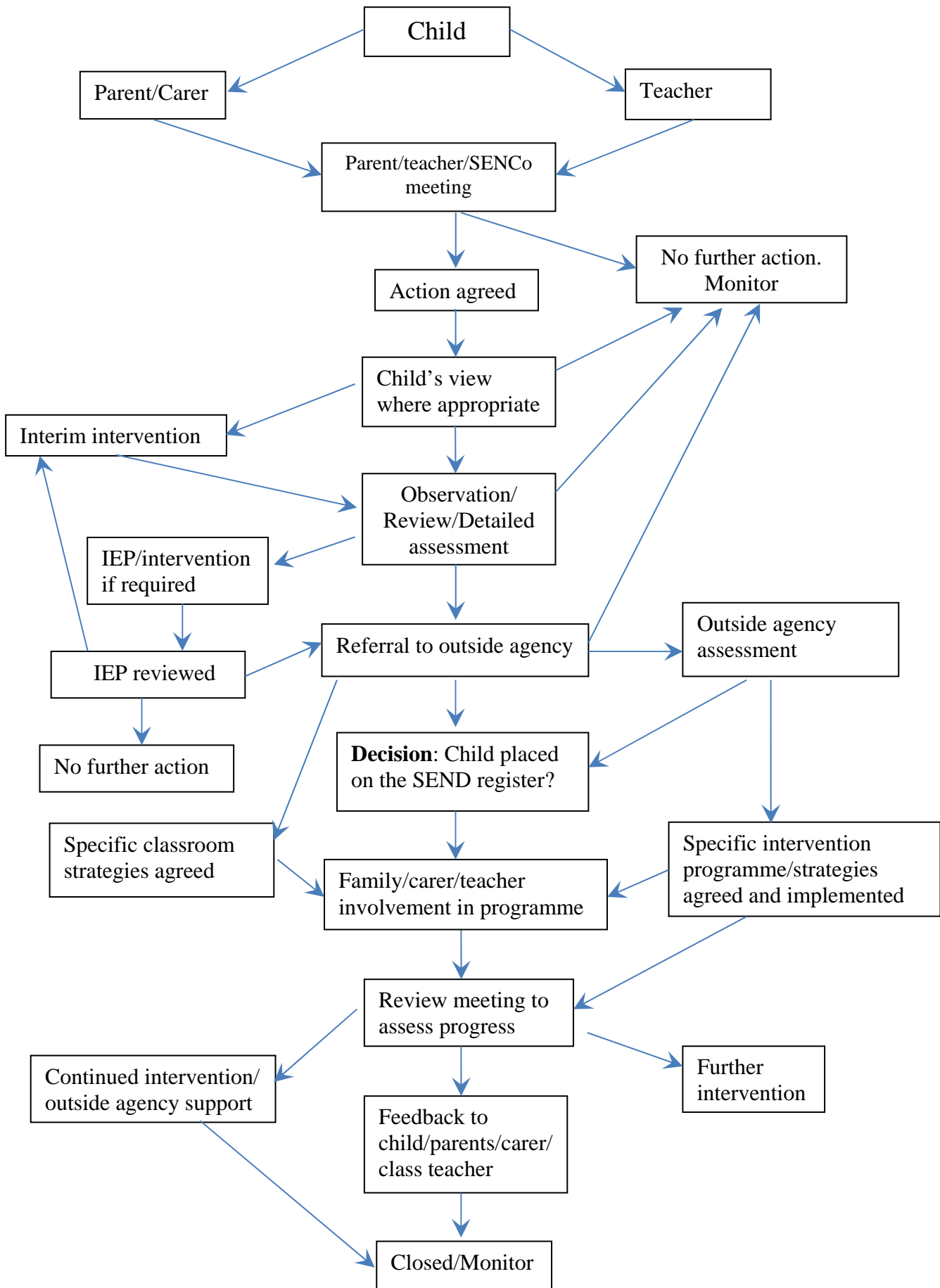
- Autistic Spectrum Disorder (ASD)
- Dyslexia
- Speech and Language Difficulties
- Behaviour, Emotional and Social Difficulties
- Occupational Therapy Support
- Medical needs
- Access for children with physical disabilities

**Most of our Academic Assistants have specialisms to support the above areas of need, including an Academic Assistant (AA) responsible for:**

- Dyslexia
- Reading interventions
- Speech and Language programmes
- Children with Autistic Spectrum Disorder (ASD)

Our Academic Assistants receive regular training both within school and from the Local Authority to help keep them up to date in relevant practice.

# St James' Mode of Identification and Assessing of pupils with SEND



## ALL pupils will access:

- High quality teaching and learning
- A differentiated curriculum
- Reasonable adjustments to the environment and equipment for pupils with disabilities
- Assessment for learning
- Personalised target setting
- After school clubs and educational visits
- Access to citizenship advice

## Some pupils with additional SEND needs will access:

- targeted interventions and support matched to their needs
  - Individualised target setting
- Personalised progress tracking and assessment of need
  - Access to flexible working groups
- Access to additional adult support for specific tasks
- Access to specialists including Educational Psychologists, Occupational Therapists, Speech and Language Therapists, a school nurse,
  - Family support work, etc.
- Behaviour / Emotional / Social support

## A few pupils with complex or significant Needs will access:

- A personalised timetable, including a visual timetable where required
- Access to evidence based specialist programmes
- Access to specialist services and therapists, including Ed Psych
- High levels of adult support and small group working
- One-to-one support where deemed necessary



School motto:  
*Live to Learn Learn to Live*

## **More information about St James' C of E Junior School's Offer of SEND provision:**

### **How does the school know when a pupil has learning difficulties or special educational needs?**

- Transfer of data from infant school (*collected during the Transition Activities in the summer term*)
- Observation in response to staff concerns
- Observation in response to parental concerns
- Observation in response to pupil concerns
- In-house assessment (*carried out by AAs/SENCO*)
- Referral to external agency for assessment by SENCO e.g. for formal identification of autism (ASD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, etc.
- Investigation of underachievement using assessment data and feedback from staff, pupils and parents/carers

### **How is the curriculum matched to pupil's needs?**

- Teachers cater for pupils' needs using assessment for learning techniques in lessons
- Differentiation (*teachers are required to differentiate and schemes of work account for this*)
- Pre-teaching of vocabulary and other relevant strategies to enable children with SEND engage in school activities with other children who do not have SEND
- Alternative curriculum pathways (*e.g. specific programmes from external agency specialists, 1-to-1 literacy and other schemes*)

### **How does the school know whether pupils are making progress?**

- Assessment data (*collected 6 times per year*)
- IEP reviews (*reviewed half-termly*)
- Use of P Scales (*enables us track progress below national curriculum levels*)
- Observations (*TAs have 1 formal observation per year and Learning Walks*)
- Feedback from parents (*annual reviews*)
- Feedback from pupils (*annual reviews*)
- Feedback from subject teachers (*IEP reviews*)
- Evaluation of intervention programmes (*half termly*)
- External reviews (*from LA*)
- Analysis of ROL (*Raise online*)
- Analysis of SISRA (*School Analysis of Progress*)

### **How are parents/carers informed about how their child is doing?**

- Annual Reviews (Parents/Carers are involved)
- Meetings with SENCO/Inclusion team members
- Parents' Evenings
- Contact through phone calls and letters
- Progress reports

### **What arrangements does the school make to support pupils transferring from another school?**

- Meetings with infants school SENCOs for information-sharing (*an information gathering sheet is used with the infant schools*)

- Meetings with SENCo of the transferring school, parents and pupils (mid-phase admission)
- Year 2 Taster Days in summer term (*usually 5 mornings/afternoons*)
- Additional transition visits for SEND/vulnerable pupils (*Depending on level of need*)

### **How is support organised for pupils with identified special educational needs?**

- Tailored interventions delivered by specialist Inclusion staff (*such as dyslexia Academic Assistants (AAs), Speech and Language AAs*)
- Personalised timetables (*e.g. pupils may be withdrawn from certain subjects*)
- Visual time tables (*depending on level of need*)
- Implementing recommendations from external agencies/specialists (*e.g. specific strategies for teaching a pupil with ADHD*)
- Specific programmes designed to support and improve pupils with behavior, emotional and social needs, including extra pastoral support
- Listening to the views of pupils and using this to inform/improve provision for children with SEND
- Anti-bullying activities across the school to prevent bullying, and to foster good relationships among pupils

### **How are decisions made about how much support individual pupils receive?**

- Analysis of pupil needs, in relation to access across the curriculum, gathered through assessment data and class teacher feedback
- Historical information (*e.g. from infant school/previous school setting*)
- Input from relevant stakeholders (*from parents, reports from external agencies etc.*)
- Recommendations from external agencies/specialists (*e.g. Educational Physiologist's reports*)

### **How does the school know if the extra support is helping pupils to make progress?**

- Feedback from pupils (*e.g. at the beginning and conclusion of an intervention*)
- Feedback from parents (*e.g. Parents' Evenings and Annual Inclusion Open Afternoons*)
- Feedback from teaching staff (*e.g. commentary on progress and achievement for annual reviews*)
- IEP reviews (*reviewed half-termly with class teacher, pupil and parents*)
- Raise online
- Termly data reports (*using teacher generated levels*)

### **How are parents/carers informed about their child's needs and what support they are receiving?**

- Meeting with SENCO/Inclusion staff e.g. at Parents' Evenings and termly meetings with parents/carers of children with complex needs.
- Annual Review
- IEP reviews
- Letters home
- Discussions over the phone



### **How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?**

- Annual Review
- Involvement in regular IEP reviews
- Involvement in the preparation of a support plan
- Meeting with SENCO/ Inclusion staff
- Meeting with external agencies

### **What expertise and training do the staff who support SEN/D pupils have?**

- Qualified Teaching Assistants (TAs)
- ASD TAs (trained by external specialists)
- TAs with dyslexic training
- Experienced Speech and Language TAs
- TAs have phonics training (Read Write Inc.)
- TAs trained to deliver Occupational Therapy programmes
- All TAs and a selection of other staff are First Aid Trained
- All TAs trained to deliver high quality IEP support
- The schools continually provides Continuous Professional Development for TAs

### **What specialist support or services does the school access for pupils with SEN/D?**

- EPS (*Educational Psychology Service*)
- LCIS (*Language, Communication and Interaction Service*)
- OT (*Occupational Therapy*)`
- HI/VI (*Hearing and Visual Impairment Service*)
- BSS (*Behaviour Support Service*)
- SALT (*Speech and Language Therapy*)
- CFCS (*Child and Family Consultation Service*)
- NHS (*National Health Service*)

### **How are classrooms and other areas of the school adapted to meet pupil's individual needs?**

- Ramps and wide doors for wheel chair access to all areas of the school
- Disabled toilets at key locations
- Careful attention to seating plan (*e.g. for pupils with a visual/hearing impairment*)
- Appropriate lighting for pupils with a visual impairment – (*e.g. to reduce glare and eye fatigue and allow for flexible seating according to the time of day*)
- Wide doorways for wheelchair access

### **What arrangements are made to support pupils with SEN/D taking part in after school activities outside the classroom, including school journeys?**

- Risk Assessment completed for all journeys
- Appropriate support is put in place (*e.g. through a risk assessment*)
- Consultation with parents (*e.g. meeting with SENCo/Head teacher/Deputy head teacher*)
- Consultation with staff (*e.g. ensuring they are briefed about the young person's needs through relevant training*)
- Appropriate staff : pupil ratio
- Visit ahead of school journey to assess what reasonable adjustment would need to be made where appropriate
- Choice of visit is considered to accommodate SEN pupils if possible
- Appropriate planning to accommodate the needs of SEN/D pupils who express interest in specific after school clubs.

### **How will the school prepare and support pupils who are transferring to a new school?**

- Transition programmes for Year 6 pupils transferring to secondary schools
- Information sharing with new setting (*via staff visiting the new school of the pupil/staff from the new school visiting our school – depending on level of need*)
- Planned visits to new setting, as part of transition
- Transfer of records to the new school
- Supporting the young person with journey to and from the new setting (*e.g. arrangements to visit the school as part of a transition programme*)
- Establishing links with secondary school settings
- Discussions around how to cope in new settings during PSHCE lessons (New Beginnings)

### **How does the School support pupil's overall well-being?**

- Inclusion Open-Door Policy
- Home-school contact
- Adherence to safeguarding procedures
- Establishing positive relations with pupils (*e.g. Inclusion personnel also support as TAs*)
- Targeted reading
- Learning Mentor tailors programmes to meet the needs of pupils

### **How does the school prepare their pupils for their next stage of education and for adult life?**

- Support with secondary school applications
- Transition programmes
- Life Skills/PSCHE programmes
- References to real life application of concepts

### **Who can parents/carers contact to talk to about their child's special educational needs or disability?**

- Inclusion manager/SENCO
- Class teacher
- Inclusion staff
- Deputy headteacher
- Head teacher

### **Who should parents/carers contact if they have a complaint about the SEN/D provision in the School?**

- Inclusion manager/SENCo
- School office
- Headteacher
- Chair of Governors
- LA

### **What Extra – Curricular activities are available for pupils with SEND?**

- All children with SEND are eligible for the school's after school clubs (more information can be obtained from the school office)
- Additional/specific extra-curricular activities are planned to support specific needs, including social skills group activities to support social skills

### **How the school involves other bodies, including Health and Social Care bodies, Local Authority Support Services and Voluntary Sector Organisations?**

The school makes relevant referrals when the need is identified, or if the parents express concerns which the school deems may require external bodies to help resolve.

### **Contact details of support services available for parents of young people with SEND:**

Parents may contact various organisations through the school, including the following:

- Parent partnerships
- Social Care
- Early Help Partnership Team
- Health Visitors
- School nurse
- Children and Families Consultation Service(CFCS)
- Newham Educational Psychology service (NEPS)
- Behaviour Support Service (BSS)
- Language, Communication and Interactive Service (LCIS)

Contact details may also be found from the various organisations' websites.

### **How does the school contribute to the Local Offer and where is the Local Offer published?**

- The school shares information about the Local Offer with parents
- The school supports parents in accessing the Local Offer
- The school has published a link to the Local Offer on this document (Page 14)

### **What arrangements are there for children who are looked after by the Local Authority and also have SEND?**

- A personal educational plan (PEP) is developed for each pupil
- Pupils' are discussed weekly during Safeguarding Team meetings
- Additional support provided in both curricular and extra-curricular areas
- All areas of support are regularly monitored by the school and relevant adjustments made
- The school liaises with external organisations involved with the child's care

### **What additional support for learning is available to children with SEND?**

- All children with SEND receive Quality First teaching
- Pupils receive appropriate scaffolds within lessons to support access to the curriculum
- Pupils receive support from additional adults when required
- Children receive may receive an alternative curriculum where necessary
- Pupils may receive access to resources, including online resources to support learning
- Pupils receive interventions, both in class and where necessary, out of class to support learning
- The school has a Sensory Room to help meet the sensory needs of pupils
- Pupils may be referred to external agencies for additional support where necessary

### **What arrangements are there for providing equipment and facilities for children with SEND, and how are these secured?**

- The school purchases relevant equipment to support the needs of SEND pupils
- Securing such equipment is planned during the procurement process and relevant maintenance strategies implemented to help keep equipment safe.

### **What arrangements are made for admitting disabled pupils?**

- Initial relevant information is collected to help the school plan for arrival of disabled pupils
- Where necessary, staff receive training as part of the planning stage
- Pupils will have a dedicated adult, and a supporting adult to cater for day-to-day care
- The school has disabled facilities, including disabled toilets and ramps to give wheel chair access to all areas of the school.

### **What arrangements are there to prevent disabled pupils from being treated less favourably than other pupils?**

- All children get access to SMSC lessons
- The school provides anti-bullying assemblies to sensitize all pupils
- The school provides the necessary scaffolds to ensure all pupils can access all areas of the curriculum

**What facilities are there to assist access to the school by disabled pupils?**

- All areas of the school have ramp access for wheel chairs

**Here are some of the questions asked by our parents and carers about the SEN/D provision in our school:**

- What level of support will my child get?
- My child is reading below his age. How can you help?
- What do I do if we suspect that my child has special needs?
- Will my child ever improve?
- How is progress measured?
- Will my child ever overcome dyslexia?

**Here are some of the comments made by our children about the SEND provision in our school:**

- AAs help make learning easier.
- AAs help me to improve my levels.
- I think AAs help people with low levels get higher levels.
- During learning AAs help us and treat us with respect.

**Some questions:**

- Can AAs break down division problems even more?
- Can teachers give us simple or easier maths work?
- Can I get AAs to help me all the time?
- Can the AAs help anyone with their literacy work?

Please contact the SENCo using the following details if you have any queries:

Tel: 20285344030

Email: [daniel.danquah@st-james.newham.sch.uk](mailto:daniel.danquah@st-james.newham.sch.uk)

Further information about the Local Offer, and how you can access help for Special Educational Needs and Disability can be obtained from:

<http://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>