

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



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School motto:

***'A place where we aspire to learn in
knowledge, faith and love.'***



Name of Policy: SEND Information Report

Date Revised: 15th May, 2020

History of Policy

Date	Notes
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
February 2018	Policy reviewed and revised
May 2018	Policy ratified by governors
May 2019	Policy to be reviewed
May 2020	Policy to be reviewed

SEND provision for Children at St James' C of E Junior School - May 2015

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 of internal and external resources.

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

"A place where we aspire to learn in knowledge, faith and love "

Our core values are embodied in the 4Cs:

Care

Courtesy

Cooperation

Consideration

Our school motto and core values thus challenge and inform the core purpose of our inclusion provision, which is to ensure that every pupil with special educational needs and disabilities (SEND) makes good progress, and where possible, are 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, in line with SEND Code of Practice (CoP) - 2015.

As part of the Children and Families Act 2014, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEND in the local area. SEND, refers to a child or young person with a learning difficulty or disability which calls for special educational provision to be made for him or her (CoP, 2015 p15). This includes, (Section 6 of the Equality Act – 2010); those who have 'physical or mental impairment which has a long term or substantial adverse effect on their ability to carry out normal day to day activities' (Best for All 2017-2022 p9).

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. From January 2018, Newham has also introduced the Best for All, a five-year strategy for securing the best possible outcome for all young people, which seeks to further improve the provision set out in the CoP,2015.

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. These arrangements are in line with those outlined in the Best for All strategy (Jan 2018) and SEND Code of Practice (2015).

The SEND Information Report for St James' C of E Junior School (now updated with the Best for All approach) describes the arrangements we make that are 'additional and different for pupils with SEND. The 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 page 5) which illustrates the school's graduated response to children's needs. It shows the standard offer of high-quality 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.

The graduated response

At St. James' all pupils will access:

- High Quality Teaching and learning

Some pupils with additional SEND will access:

- High quality differentiated teaching as a first response, in line with the Best for All strategy
- A differentiated curriculum where necessary
- Targeted interventions

A few pupils with complex or significant needs will access:

- Specialist resources/external agencies
- Small group/individual support
- Personalised learning/specific intervention programmes
- SEND Support Plan – reviewed and adjusted regularly

At St James', we cater for all the four areas of need identified in the CoP

- Communication and interaction needs
- Learning and cognition needs
- Social, emotional and mental health needs
- Physical and sensory needs

The most common needs identified at St. James' include:

- Autistic Spectrum Disorder (ASD)
- Dyslexia
- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health Needs (SEMH)
- Occupational Therapy needs
- Medical needs

Our teachers and Academic Assistants (AAs) have the training to support the above areas of need, as well as AAs with responsibility for:

- Dyslexia
- Reading interventions – Phonics manager
- Speech, Language and Communication programmes
- Children with Autistic Spectrum Disorder (ASD)

Pupils identified as having special needs (SEND) will have access to:

- SEND Support
- Individual Educational Plans (IEPs)
- Annual reviews for those with complex needs
- Educational health care plans (EHCP) for children with the most complex needs

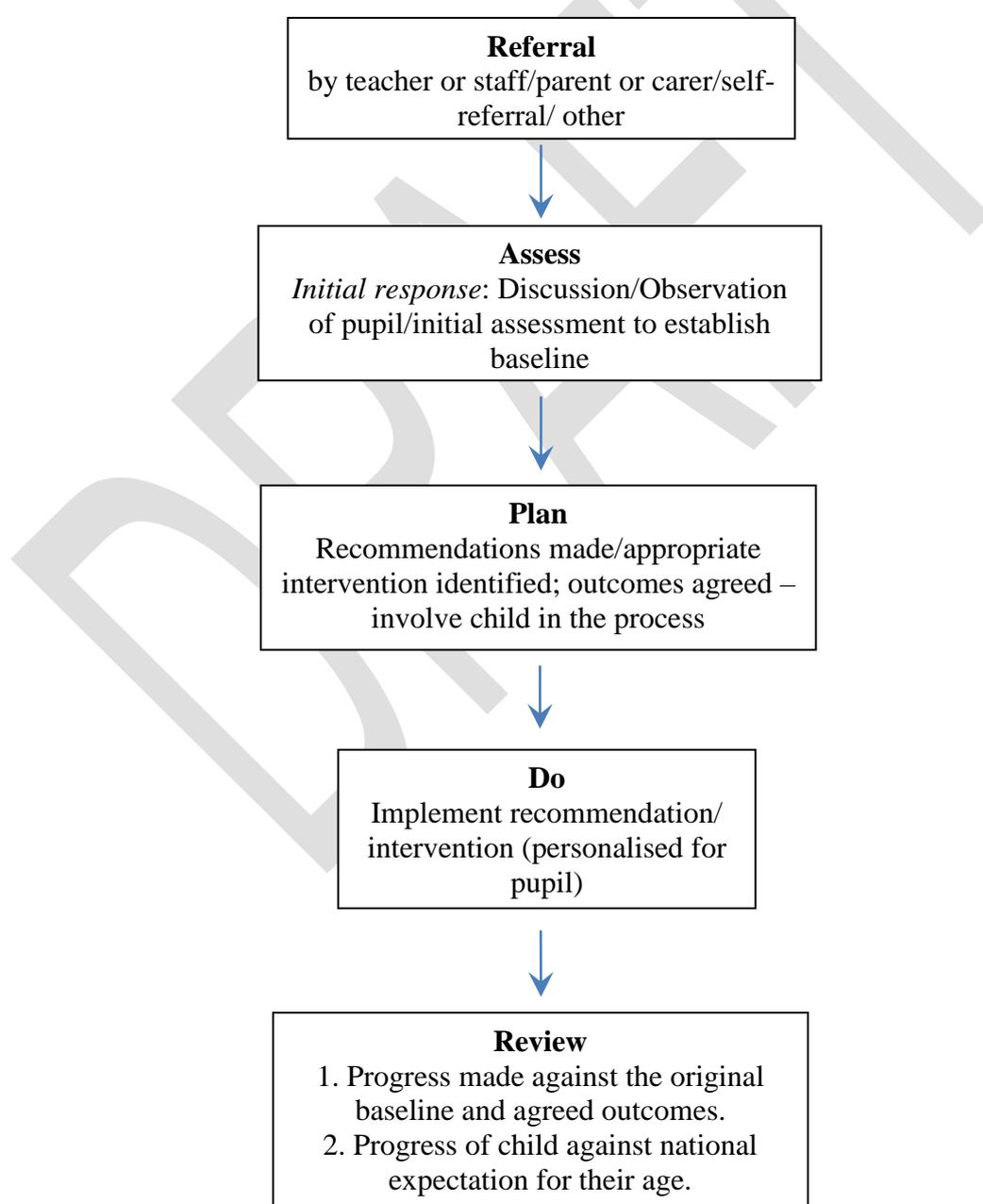
- Nurture facilities for children requiring personalised curricula

Pupils identified as having Social, Emotional and Mental Health needs (SEMH) will have access to:

- Learning Mentor support
- HeadStart (if in year 5 or 6)
- Drama therapy – for a limited period if required
- Referral to external agencies (CFCS, NHS, etc.) if required

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

Identification and Assessing of pupils for SEND



Next steps after review

Next steps could be any of the following, depending on findings:

- Repeat the graduated response: ‘assess, plan, do, review’
- Further referral for specialised assessment – follow the graduated response
- Place pupil on SEND register
- Request for EHCP – depending on severity of need

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ALL pupils will access:

- *High quality teaching and learning*
- *A differentiated curriculum for pupils with SEND*
- *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- *Personalised target setting*
- *After school clubs*
- *Educational visits*
- *Support with transitions*

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 Drama therapist a school nurse,*
 - *Family support work, etc.*
- *Behaviour/Emotional /Social support*

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

- *A personalised curriculum*
- *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:

Newham's Best for All Strategy recommends 'all children have their need for help identified early by using the Early Help Framework consistently and in liaison with families.' This helps track and inform the process of identifying children with special needs.

Best for All: <http://www.newhamconnect.uk/Services/3330>

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

- Transition information from infant school
- Observation in response to staff/parent or carer/self/other referral
- Investigation of underachievement using assessment data and feedback from staff, pupils and parents/carers
- Specialist assessment of pupil (*carried out by Academic Assistants/SENDCo*)
- Referral by the SENDCo to a designated first point of contact i.e. a single 'front door' for accessing services - e.g. for formal diagnosis of autism (ASD); Attention Deficit Hyperactivity Disorder (ADHD); dyslexia; Speech, Language and Communication Needs (SLCN); etc.

How is the curriculum matched to pupil's needs?

- Teachers personalise the curriculum through high quality differentiated teaching
- Precision teaching (pre-teaching of key vocabulary) and other relevant strategies to improve access to the curriculum
- 'Scaffolds' provided 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*)
- Progression steps used to track learning. Where appropriate, use alternative approach for tracking pupils requiring personalised learning
- Interventions programmes targeted at specific pupils' learning needs

How does the school know whether pupils are making progress?

- Refer to the school's assessment recording database – SIMS
- Tracking of intervention programmes (*half termly*)
- Tracking using Progression Steps
- IEP reviews (*reviewed half-termly*)
- Pupil observations
- Feedback from parents (*annual reviews*)
- Feedback from pupils
- Feedback from class teachers
- Feedback from AAs
- Evaluation of intervention programmes (*half termly*)
- External reviews (*from specialists*)
- ASP (*Analyse School Performance*) data

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

- School reports
- Discussion with class teacher
- Individual Education Plans (IEPs)
- Annual Reviews (Parents/Carers are involved in the process)
- Meetings with SENDCo/Inclusion team members
- Parents'/Carers' Evenings
- Contact through telephone calls and letters
- Progress reports

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

- Transition meetings/arrangements with the original school
- Meeting with parents of pupils with significant needs
- Telephone conversations (pupils with less significant needs) - for mid-phase admissions
- 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?

- Personalised support/interventions delivered by specialist Inclusion staff (*e.g. by dyslexia Academic Assistants (AAs), Speech and Language AAs, etc.*)
- Personalised timetables (*e.g. pupils may be withdrawn from certain activities*)
- Visual time tables (*depending on level of need*)
- Implementing recommendations from external agencies/specialists (*e.g. specific strategies for teaching a pupil with ADHD or ASD*)
- 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 all pupils

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

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

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

- Interventions tracking (half termly)
- 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 staff (*e.g. commentary on progress and achievement for annual reviews*)
- IEP reviews (*reviewed half-termly with class teacher, pupil and parents*)

- ASP data
- Termly data reports (*using summative and teacher assessments*)
- Tracking progress of children's targets

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

- Feedback from class teachers
- Meeting with SENDCo
- Parents' Evenings
- Termly meetings with parents/carers of children with complex needs.
- Annual Review meetings
- IEP review meetings
- Letters home
- Discussions over the telephone

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

- Annual Reviews
- Involvement in regular IEP reviews
- Involvement in the preparation of a support plan
- Meetings with SENDCo
- Parents invited to meet with external professionals for feedback
- Informal discussions with parents

What expertise and training do the staff who support SEND pupils have?

- Qualified teachers
- Qualified Academic Assistants (AAs)
- ASD AAs (trained by external specialists)
- AAs with dyslexic training
- Experienced Speech and Language AAs (regularly trained observed by external professionals)
- AAs with phonics training (Read Write Inc.)
- AAs trained to deliver Occupational Therapy programmes
- AAs and a number of other staff are First Aid Trained
- All AAs trained to deliver high quality IEP support
- All staff (including AAs) attend weekly staff training sessions

What specialist support or services does the school access for pupils with SEND?

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

- NHS (*National Health Service – school nurse*)

How are classrooms and other areas of the school adapted to meet pupils' individual needs?

- Visual time tables to support transitions for ASD pupils
- 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*)

What arrangements are made to support pupils with SEND taking part in extra-curricular school activities outside the classroom, including school journeys?

- Choice of visit is considered to accommodate SEND pupils if possible
- Risk Assessment completed for all journeys (*visit ahead of Educational Visit to assess what reasonable adjustment would need to be made where appropriate*)
- Additional, personalised risk assessment/planning for children with high levels of need
- Consultation with parents (*e.g. meeting with SENDCo/class teacher*)
- Appropriate support is put in place (*e.g. additional adults where necessary*)
- Transportation provided where necessary
- Consultation with staff (*e.g. ensuring they are briefed about risks and level of support required*)
- Appropriate planning to accommodate the needs of SEND pupils who express interest in specific after school clubs
- Specialised after school club organised to cater for the needs of pupils with high needs.

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
- Establishing links with secondary school settings
- Discussions around how to cope in new settings during PSHE lessons (New Beginnings)

How does the School support pupils' overall well-being?

- Inclusion: Open-Door Policy – Pupils can access inclusion team at any time of the day
- Home-school contact when the school has any concerns
- Families can contact the school with any concerns
- Adherence to safeguarding procedures
- Establishing positive relations with pupils (*e.g. relationships with SENCo/Learning Mentor*)
- Learning Mentor personalises programmes to meet the needs of pupils
- Drama therapy to support emotional well-being
- Discussion of pupils' well-being with CFCS embedded clinician (half termly meetings)
- Referral to Child and Family Consultation Service (CFCS) for pupils with severe emotional difficulties

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/PSHE programmes
- References to real life application of concepts taught in the curriculum

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

- Inclusion manager/SENDCo
- Class teacher
- Deputy headteacher
- Head teacher
- Other staff

Who should parents/carers contact if they have a complaint about the SEND provision in the School?

- The class teacher
- Inclusion manager/SENCo
- The Deputy Head Teacher
- Headteacher
- Chair of Governors
- Local Authority

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

- All children with SEND are eligible for all educational visits as well extra-curricular 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)

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 in this document (Page 15)

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 high quality teaching from the class teachers
- Pupils receive appropriate scaffolds within lessons to support access to the curriculum
- Pupils receive support from additional adults when required
- Children 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
- Children may be assessed using Progression Steps, or other alternative means where appropriate
- 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 and resources to support the needs of SEND pupils
- Securing such equipment is planned during the procurement process and relevant maintenance procedures put in place to 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 process
- Pupils will have dedicated adults, and supporting adults to cater for day-to-day care
- There are 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 favorably than other pupils?

The school's core values and positive ethos is embedded across all year groups. All children and adults challenge and condemn negative and unfavorable attitudes and behaviours.

- All children receive access to SMSC lessons
- The school provides anti-bullying assemblies to encourage pupil sensitivity.
- The school provides the necessary scaffolds to ensure all pupils can access all areas of the curriculum

Appendix 1:

Provision for children with SEND during the Covid-19 school closure

Purpose: To ensure adequate provision for St James' CofE Junior school pupils with SEND during the Covid-19 crisis.

Advice for parents: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>

Preparing families and children for school closure

- Inform families about the planned closure
- Carry out a risk assessment for pupils with high levels of need
- Offer a place in school for children who meet the government criteria
- Provide personalised learning packs for children with SEND

Support for children with SEND during the school closure

- Weekly phone calls to check that families are managing well with their children
- Weekly checks to ensure that families have adequate resources to support pupils
- Weekly checks to respond to any queries that families may have – offer additional support or advice where required
- Refer to external professionals for additional support where required
- Liaise with external professionals to provide additional support where necessary
- Offer families respite opportunities where appropriate

Preparing families for re-opening of school

- Inform families about the planned reopening of school well in advance (at least one week in advance)
- Discuss transition strategies and offer advice/resources where required
- Make referrals for external agency support (S+L therapist; Ed. Psych; etc.) where necessary
- Respond to any family queries

Transitions back into school

- a. For most SEND pupils:
 - (i) Plan generic transition activities for the nurture group children
 - (ii) Share transition plans with families
- b. For some SEND pupils – plan personalised transition and support for children with high levels of need

Managing SEND children with high levels of need during the return to school

- Share daily feedback with families in the first week back to school
- Where necessary, arrange with families to stand by to support the school where children with high levels of need struggle to cope with the transition

Managing the needs of pupils with high levels of SEND needs who are working at home

- Work pack sent home to support learning
- Weekly video/phone calls home to check on and interact with pupil/family
- Provide targets to guide learning at home

Here are some of the questions asked by our parents and carers about the SEND 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 asked by our children:

- 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 SENDCo using the following details if you have any queries:

Tel: 20285344030

Email: 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>