

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



## **School motto:**

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

**Name of Policy: SEND Information Report**

**Date Revised: Autumn 2022**

## History of Policy

Date	Notes
Autumn 2022	Policy written
Autumn 2023	Policy to be reviewed



### **SEND information Report - September 2022**



### **Special Educational Needs Information Report**

The Special Needs Coordinator at our school is: Daniel Danquah

If you would like to discuss an issue relating to SEND, please contact Mr Danquah  
0208 534 4030.

## What types of special educational needs do we provide for?

St James' CofE Junior School supports the special educational and disability needs (SEND) of children. These needs are classified under four broad areas in accordance with the SEN Code of Practice 2014, which are:

1. **Communication and Interaction:** Pupils may have a difficulty in communicating with others, understanding what is being said and/or using social rules of communication.
2. **Cognition and Learning:** Pupils may learn at a slower pace than their peers even with appropriate differentiated teaching. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to pupils with profound and multiple learning difficulties (PMLD).
3. **Social, Emotional and Mental Health:** Pupils may experience a wide range of social and emotional difficulties, which can manifest in many ways. These may include becoming withdrawn or isolated, displaying challenging or disruptive behaviour, anxiety or self-harm.
4. **Sensory and/or Physical Needs:** Pupils may require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) may need specialist support and /or equipment to access their learning.

## How do we identify and assess pupils with SEND?

A pupil is identified as having special educational needs when he or she experiences significant barriers to their learning, which impact on their ability to fully access the mainstream curriculum.

If a pupil has been identified as having SEND before they start at St James' CofE Junior, the school will work with previous settings and agencies involved who already know the pupil and use the information already available to support them in school. This will be reviewed after the pupil has settled in.

When a pupil is at school and we have concerns, we use a 'Graduated Approach' to identify and support pupils who are experiencing barriers to their learning. This is a four-part cycle of actions and decisions that are reviewed and refined using the 'Assess, Plan, Do and Review' model. Teachers, working alongside the SENCO, will assess reasons why a pupil is not making adequate progress, despite high quality differentiated teaching.

The decision on whether to make special educational provision is based on:

- a process of ongoing teacher assessments and termly pupil progress meetings with the leadership team. This facilitates identification of those pupils making less than expected progress given their age and individual circumstances
- Concerns that are raised by parents or carers; a teacher or the pupil
- a change in the pupil's behaviour or progress
- reports from external support services

The purpose of identification is to work out what action the school needs to put in place, and not to fit the pupil into a category. We believe it is important to identify the full range of needs, not simply the primary need of an individual pupil.

Children who need extra help with their learning may receive additional support under one of the following categories:

- SEN support
- An EHC plan

### **How do we teach and meet the needs of pupils with SEND?**

If pupils are identified as having SEND, they receive special educational provision known as SEN Support. At St James' CofE Junior School, we offer different types of support according to the individual needs of pupils, as outlined below.

#### **Wave 1 Provision (Universal i.e. for all pupils): Quality First Teaching**

Each pupil is entitled to Quality First Teaching as planned by the class teacher. Support is tailored to individual needs within the classroom.

Quality First Teaching involves:

- having high expectations for all pupils within the class, including pupils with SEN and disabilities
- building upon skills and knowledge the pupil already has to move learning forward
- using different teaching styles and resources, such as practical learning, adapting or changing materials, resources or equipment to meet the need of pupils
- specific strategies suggested by the SENCO and outside agencies to support differentiation
- small group work within or outside the classroom

#### **Wave 2 Provision (Targeted i.e. for highlighted pupils): Small Group Work**

This is targeted at pupils who have identified barriers to learning that Quality First Teaching may not be able to meet. The intervention groups are delivered by teachers and by trained teaching assistants, for e.g. social skills, speech and language therapy, fine motor, phonics, maths, reading and writing groups. Pupils are withdrawn from class for intervention groups for only, as long as necessary, to ensure that they do not miss too much curriculum time with their peers.

#### **Wave 3 Provision - Specialist: Individual Support**

This is provision for pupils who show a particular difficulty, or are making limited progress. It involves a structured programme, run with support and advice from professional outside agencies and delivered by trained teaching assistants under the guidance of the SENCO.

Pupils with SEND who are not able to access learning with their peers may follow a personalised or an adapted curriculum, supported by a high staff-to-pupil ratio.

Pupils who require a high level of additional support to access learning **may** receive Top Up Funding provided by the Local Authority (as identified by the SENCO).

**See the school's offer of intervention's table attached (Appendix 1)**

### **How do we adapt the curriculum and the learning environment for pupils with SEND?**

All pupils have access to a broad and balanced curriculum. SEND pupils are supported to develop their confidence, independence and positive self-esteem within a safe and nurturing learning environment.

We ensure that the curriculum and equipment used is accessible to all pupils regardless of their needs. Provision to facilitate access to the curriculum include:

- planning and teaching of lessons, which are adapted to support the specific needs of all groups of pupils in their class, and will ensure that your child's needs are met
- specific resources and strategies will be used to support your child
- specialist approaches to teaching including structured teaching principles, setting up of workstations, use of visuals to support transitions
- play based learning facilities
- sensory facilities
- hygiene facilities
- reasonable adjustments made to the environment to meet the needs of pupils with disabilities. Our Accessibility Plan is available on our website:  
[accessibility-policy.pdf \(st-james.newham.sch.uk\)](https://www.st-james.newham.sch.uk/accessibility-policy.pdf)
- an application for access arrangements for KS2 SATs can be made so that, SEND pupils with significant needs are not at a substantial disadvantage in comparison with other pupils who do not have SEND
- SEND classroom, including use of Visual Timetables, with staff who are highly experienced

Further information about our curriculum for each year group is available on our website.

### **How do we assess and review the progress of pupils with SEND?**

We regularly assess all pupils' needs so that each pupil's progress and development is carefully tracked compared to their peers and national expectations.

Progress is continually monitored by their teacher and the SENCO and through:

- analysis of pupil tracking data and discussions at pupil progress meetings
- progress against national data and based on their age and starting points

- interventions baseline and exit data
- progress against individual targets
- pupils' work and observations

Pupils working below National Curriculum expectations or well behind their peers are assessed where possible using the above tools as well as B Squared tools (Progression Steps and/or Engagement Steps, which breaks learning tasks down into smaller achievable targets.

### How we consult and involve SEND pupils in their education?

We are committed to involving pupils with SEND in decisions about their learning. We discuss their progress, attainment and other needs and interests, with them during pupils' individual education plan (IEP) or annual reviews. Pupils are given verbal and written feedback during day-to-day learning and those unable to access these forms of feedback are encouraged to make choices through visuals.

The following table sets out the different opportunities we have for talking to pupils about their learning:

	Who's involved?	How often?
Self-assessment	Pupil, class teacher	Daily
Pupil mentoring	Pupil, class teacher, Learning Mentor	Daily
School Council	Class, class teacher	Half termly
Pupil Voice	pupil, class teacher	Daily
SEND support review meetings	Pupil, parents, class teacher supported by SENCo	Termly
Annual reviews	Pupil, parents, SENCO	Annually

### How do we work in partnership with parents of pupils with SEND?

All parents are welcome in school and are encouraged to discuss any concerns they may have with class teachers. We recognise the need for good liaison between home and school and value support from parents.

Parents are encouraged to contribute to their child's education, and this may be through:

- informal discussions with the class teacher regarding their child's progress
- parent/teacher consultations where targets are shared and discussed to help pupils achieve the best possible educational and other outcomes
- meetings with the SENCO and/or other professionals
- attending inclusion workshops, which focus on providing information and support, as well as networking opportunities for parents of pupils with SEND.

We adopt an open door policy for parents/carers seeking support and advice. Our Family Support Worker can signpost additional support/information available for families.

### How do we support SEND pupils when transitioning?

Every effort is made to ensure a smooth and successful transition for all pupils between year groups, key stages and new schools.

St James' staff meet with Infants school staff prior to Year 2 pupils transitioning into Year 3. Concerns about particular needs will be brought to the attention of the SENCO. Where

necessary the SENCO will arrange a further meeting with parents, previous setting, professionals working to support pupils, health visitor etc.

Class teachers of pupils joining from other schools will receive information passed on from the previous school and if required, the SENCO will telephone the previous school to discuss individual pupil's needs.

### **Preparing for next steps**

We recognise that transition is an important time for all pupils, especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions take place in the Summer Term. Arrangements for transition to secondary school for pupils with SEND are planned for, taking into account the individual needs of the pupils.

### **What training do staff receive to support the needs of pupils with SEND?**

Training needs are identified in response to the needs of pupils on the SEND register. The SENCO plans training opportunities for support staff and the whole school and regularly meets for updates and advice sessions following meetings with external professionals or outreach support.

Training and development is linked with the school's development plan for SEND. These include Autism Awareness, Speech and Language, Positive Handling, Intensive Interaction, Team Teach, PECS training sessions.

Individual staff may also access advice and support from outside agencies who are working with specific pupils.

The SENCO attends network meetings to discuss pertinent issues, nation-wide/boroughwide developments as well as share good practice with colleagues in the local schools within the Borough.

### **How do we evaluate the effectiveness of our provision for pupils with SEND?**

We evaluate the effectiveness of our provision by using the following criteria:

- analysis of school's assessment data
- taking into account the views of parents and pupils
- obtaining feedback from external agencies (e.g. from Speech and Language Therapists
- seeking external assessments such as Educational Psychologists/Speech and language Therapist reports
- recording and analysing data from teaching interventions to evaluate their impact
- regular visits and feedback from the Advisory and Inclusion Advisers from the borough

### **How are pupils with SEND included in activities outside the classroom?**

At St James' CofE Junior School, activities and educational visits (EVs) are available to all pupils. We promote inclusion within all physical and outdoor activities, which cater for the needs of all ability groups.

Risk assessments are carried out and procedures are put in place to enable all pupils to participate. If a high level of support is required for an individual pupil, we may ask a parent or carer to accompany their child during an activity or alternative provision may be arranged.

In some cases, we may feel that a child will not benefit by going on an EV with their year

group. In such cases, it may be more appropriate for the pupil to go on a more suitable EV.

### **What support is available for improving the emotional and social development of pupils with SEND?**

The Emotional Health and Well-being of all our pupils is very important to us. A PSHE curriculum is delivered to all pupils. This aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing.

We recognise that pupils with SEND may have social and emotional development needs that require additional support in school. The range of provision to support these include:

- meet and greet at start of the day by a known/familiar adult
- handover to parent/carer at the end of the day - to share any relevant information
- Nurture groups – with specialised interventions/activities
- Social skills programmes
- Personalised social stories
- Access to a family support worker, including support with completing forms, etc.
- CAMHS referrals where required
- ‘Catch-up’ sessions with individual pupils

### **What outside agencies do we liaise with to meet the needs of pupils with SEND?**

Where pupils with SEND continue to make less than expected progress, we may request additional support from outside agencies, who can provide advice and recommendations.

#### **These are some of the specialists we work with:**

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Language, Communication and Interaction Service (LCIS)
- Complex Needs and Dyslexia Service (CNDS)
- Child Development Service (CDS)
- Occupational Therapy Service
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)

*Parents are always consulted when involving specialist services.*

### **Where can I get information, advice and support?**

Information about what support and services are available for pupils and young people with SEND, and their parents/carers in Newham ('Local Offer') is available here:  
[Newham Families Advice and Support | Special Educational Needs & Disability Local Offer](#)

### **What do I do if I am not happy or if I want to make a complaint?**

Concerns or complaints about any aspect of SEND should be addressed initially to the class teacher, who maintains responsibility for the pupil's progress, or to the SENCO. If the concern cannot be resolved at this level, it will be addressed by the Head Teacher,



the Governing body, or referred onwards to the Borough's education authority.

## Appendix 1

### St James' CofE Junior School's Provision for the Different Areas of Need

<b>Social Communication &amp; Interaction Difficulties</b>	<b>Speech and Language (SLCN)</b>	<b>Physical / Sensory</b>
<ul style="list-style-type: none"><li>• Workstations</li><li>• Visual timetables</li><li>• Individual schedules</li><li>• Objects of reference</li><li>• Now and Next Board</li></ul>	<ul style="list-style-type: none"><li>• Language Enrichment Groups</li><li>• Talk partners</li><li>• Individual SALT programmes</li><li>• Sp/L prompt sheets – e.g speaking and listening frames</li></ul>	<ul style="list-style-type: none"><li>• Sensory room</li><li>• Sensory Circuits</li><li>• Calm spaces</li><li>• Hearing Aids</li><li>• Messy play</li></ul>

<ul style="list-style-type: none"> <li>• Choice boards</li> <li>• Intensive interaction</li> <li>• PECS</li> <li>• Social skills groups</li> <li>• Sensory Room</li> <li>• Feeding/Lunch time groups</li> </ul>	<ul style="list-style-type: none"> <li>• Colourful semantics</li> <li>• Visual aids</li> <li>• Pre-teaching vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Early lunch provision</li> <li>• Fine motor activities</li> <li>• Pencil grips</li> <li>• PE adaptations</li> <li>• OT programmes</li> </ul>
<b>Cognition and Learning</b>	<b>SEMH (Social, Emotional, Mental Health)</b>	<b>Health / Medical</b>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Lower 20% learning pack</li> <li>• Scaffolds – including: <ul style="list-style-type: none"> <li>- Key vocabulary</li> <li>- Word banks</li> <li>- Witing frames</li> <li>- Sentence opener e.g.s</li> <li>- Fill-in the gaps</li> </ul> </li> <li>• Pre-teaching</li> <li>• Additional 1:1 reading</li> <li>• ‘Read-to-me’ by older pupils</li> <li>• Bug Club</li> <li>• Phonics groups</li> <li>• Alternative curriculum</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Lower 20% pack</li> <li>• Use of concrete resources</li> <li>• Alternative curriculum</li> <li>• Small group teaching</li> <li>• Nurture Provision – sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Calm spaces</li> <li>• Trusted Adult support</li> <li>• Visual behaviour systems (Zones of regulation)</li> <li>• Headteacher/Senior Leader rewards</li> <li>• Playground buddies</li> <li>• Individual behaviour plans</li> <li>• Positive Behaviour Targets</li> <li>• Personal reward charts</li> <li>• Social skills group</li> <li>• Small group art/craft</li> <li>• Emotional Literacy</li> <li>• Attachment and de-escalation training</li> </ul>	<ul style="list-style-type: none"> <li>• Diabetes Care programme</li> <li>• Lunchtime provision</li> <li>• Health Care plans</li> <li>• Personal care</li> <li>• Toilet routine</li> <li>• Medicines administration</li> <li>• First Aid Training</li> <li>• Epipen / Epilepsy Training</li> <li>• Online tuition (Google classroom) for pupils unable to attend.</li> </ul>

## Appendix 2:

### 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. The following advice was provided for parents prior to school closure:

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 (for pupils staying at home)**

- 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
- Reassure families who may have anxieties about returning to school

#### **Transitions back into school**

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

#### **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 back to school

#### **Managing the needs of pupils with high levels of SEND needs who are working from 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: [info@st-james.newham.sch.uk](mailto:info@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:

SEND Contact Line open Monday to Friday 10:00 – 16:00 excluding Bank Holidays | 0203 373 6472

**Newham's Local Offer:** an inclusive service guide for families with children and young people aged 0-25 years with Special Educational Needs and/or Disability.

Visit [www.newham.gov.uk/SENLocalOffer](http://www.newham.gov.uk/SENLocalOffer) for more information and to provide feedback.