

St. James CE Primary School



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SEND Information Report

Flourish
Respect Courage
Friendship Develop
Strong Growth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

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St. James CE Primary School **Special Educational Needs and Disabilities Provision**

St. James CE Primary School
<i>HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES</i>
<p>Our vision and how we hope to achieve it</p> <p>At St. James CE Primary School, we are committed to providing a high quality education to all children living in our local area. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad, balanced and fully inclusive academic and social curriculum. We believe that all children should be equally valued, and in line with our whole-school vision, strive to ensure that all members of school community grow in heart, mind and spirit. We work hard to develop an environment where all children can flourish and feel safe, and where they are able to build their confidence and sense of self.</p>
<p>Type of school we are</p> <p>St. James CE Primary School is a one form entry Church of England Primary School. We follow the National Curriculum and our pupils range from 4 to 11 years old.</p>
<p>Our Ofsted rating</p> <p>Our school was rated as Requires Improvement areas in our most recent Ofsted Inspection (November 2022).</p>
<p>Our SIAMS Inspection rating</p> <p>As a church school, we are subject to the "Statutory Inspection of Anglican and Methodist Schools" (SIAMS). These inspections evaluate how well we, as a Christian school, meet the needs of all learners and deliver high quality religious education. We were judged to be Good in all areas in our latest inspection in February 2017</p>
<p>How we know if a child/young person has special educational needs</p> <p>*The Class Teacher is responsible for all children in their class and provides Quality First Teaching. If a class teacher has any concerns regarding a child's progress, social skills or behaviour then the SENCO is notified.</p> <p>* The SENCO, parent, teacher and wherever appropriate, the pupil, will discuss the needs of the child and devise a learning support plan (LSP) with learning targets.</p> <p>* The SENCO may carry out certain assessments with the pupil to further clarify the nature of need and provide them with the most appropriate support.</p> <p>* If the SENCO feels that a child requires more expert assessment then external agencies such as Educational Psychology or Speech Therapy may be consulted. Referrals to these services are only made with parental consent.</p>

If a parent has any concerns about their child, they can talk to the class teacher or Mrs Amin (SENCO).

What we do to help children/young people with special educational needs

- * Where a child enters the school with an identified special educational need or disability, we liaise closely with parents/carers, the previous setting and all relevant professionals, to ensure that the child makes a smooth and successful transition to our school, and that all the right support is in place for them upon entry.
 - * The school has a provision map which is updated when needed. The provision map provides a clear picture of all the additional interventions that are currently being provided. All the interventions are carefully selected for each child. The interventions are carefully monitored by the class teacher, and SENCO (Special Educational Needs Coordinator) to ensure they have maximum positive impact on children's progress.
 - * Wherever necessary, a child will participate in an intervention to receive extra support in their area of need. A child who is participating in an intervention will not necessarily be added to the school's SEND register, and interventions are not exclusively available to pupils with identified SEND. However, if a child's difficulties persist after an agreed period of intervention and/or an assessment by an external professional, they may be added to the register in discussion with parents/carers.
 - * All interventions and support programmes are created to meet the needs of the pupils. They are run by teachers or Learning Assistants and overseen by the SENCO. All pupil progress is carefully monitored and reviewed every half term.
 - * Pupils' progress and Learning targets are shared with the parent by the class teacher or SENCO.
 - * If further support is needed then the SENCO and parents/carers will agree for the child to be assessed by the Educational Psychologist in the first instance, and by other professionals where this is necessary.
 - * The school may, with the parents'/carers' permission, refer to the child's GP for appropriate medical assessment where this is necessary.
 - * Where a child has an Education, Health and Care Plan (EHCP), support will be provided in line with that which is outlined in the Plan, and reviewed annually with parents/carers and all relevant professionals.
 - * Where it is felt that a child would benefit from an EHCP assessment, a referral will be made by the SENCO in partnership with parents/carers.
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How we adapt our teaching for children/young people with special educational needs

- * We are committed to providing a broad and balanced curriculum for all children in our school, especially those with special educational needs and disabilities. We understand that each child must be challenged at their own level, but that some pupils may require differentiated provision in order to enable them to gain knowledge and skills and commit these to their long-term memory.
- * Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable each child to access their learning as independently as possible.
- * Lessons are carefully differentiated to ensure that provision is made for each child, and challenges carefully chosen to suit their learning needs. Differentiation may involve the provision of additional resources, opportunities for alternative means of recording (as opposed to writing), different types of learning challenges, or additional support before, during or after the lesson to enable pupils to participate fully and learn effectively.

* Where a pupil is not able to access to same learning intention as the rest of the class, or even the same unit of work, the Class Teacher will collaborate with the SENCO and Learning Assistant to plan a personalised alternative which meets the needs of the child is specially designed to ensure they move on in their learning, in accordance with their next steps.

How we decide what resources we can give to a child/young person with special educational needs

- The SENCo (Mrs Stacey James) supports the class teacher in planning for children with SEN.
 - The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia.
 - Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
 - Specially trained support staff can implement the teachers' modified/adapted planning to support the needs of your child where necessary.
 - Specific resources and strategies will be used to support your child individually and in groups.
 - Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to the curriculum and extra-curricular activities in school.
 - The school adapts the environment, wherever practicable, to the needs of the children.
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How we check that a child/young person is making progress and how we keep parents informed

- * Each child's progress is continually monitored by his/her class teacher.
- * Each child's progress is reviewed formally every term and a judgement about whether they are working at, above or below age-related expectations is made for each curriculum area. Progress in other areas, such as attendance, engagement in learning and behaviour are also monitored.
- * At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results from these tests are published nationally.
- * The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- * Each child with a Learning Support Plan (LSP) will have this reviewed by their Class Team, SENCO and parents/carers termly (in October, February and May).
- * The SENCO will also check that your child is making good progress within any intervention group that they take part in.
- * If your child is still not making expected progress the school will discuss with you:
 - any concerns you may have
 - any further interventions or referrals to outside professionals to support your child's learning

- how the school and home can work together, to support your child..

* A range of means will be used to keep you informed, which may include:

- Home/school book
- Telephone/ texts
- Letters/certificates sent home
- Additional meetings as required
- Reports
- Parent consultation evenings

Support we offer for children's/young people's health and general wellbeing

The whole family situation is taken into consideration when supporting and communicating around a child with needs. Privacy is kept at all times.

Medical:-

- If your child has any medical needs the School Welfare Officer, Ella Tona will invite you into school to create a care plan.
- The plans will be updated regularly and you are able to contact the school Welfare Officer at any time.
- Your child's social and pastoral care is very important and sharing of your concerns with their Class Teacher/ Learning Support Assistant will help us all to work together.
- All medicines are carefully monitored and recorded.
- If there are any concerns the School Welfare Officer will ring you and discuss any issues. If needed the School Nurse will be contacted.
- Your child will access all the assessments held in school and if there are any concerns you will be informed.
- Dietary needs are discussed and any allergies shared with relevant staff. If needed a food diary may be kept to support programmes given by a dietician.

Social:-

- Your child is fully included in activities where possible. All children are encouraged to work together.
- If your child is struggling to understand how to make friends social stories are made available.
- New children (or children finding friendships difficult in the playground) are provided with an appropriate buddy.
- Staff in the playground will monitor your child and encourage them to interact with others. If there are any concerns their class teacher and the SENCO will be notified.
- Lunch time clubs, and the provision of a 'Nurture Room' at lunchtimes
- After school clubs

Emotional wellbeing:-

- We have a play therapist and a music therapist employed by the school to support children in their mental health and well-being. These staff use a programme run to help children with emotional difficulties.
- We hold termly well-being weeks to ensure that mental health and well-being is an integral part of school life.

- We are in the process of implementing 'Zones of Regulation' to help children understand their feelings and know how to seek support should they need it.
- Advice is sought from CAMHS where necessary to support specific pupils.

Behaviour:-

- If your child has behavioural difficulties their Class Teacher will keep you fully informed.
- Strategies will be implemented and shared with you.
- Additional support will be implemented if needed and advice requested from additional professionals if required.
- The SENCO will keep you informed and if necessary hold a meeting with all the professionals involved and yourself.

Attendance:-

- It is important that your child has a good attendance so they are able to make good progress with the support they are given.
- It is important that if your child has a medical issue that the school is notified immediately and they return to school as soon as possible. If you are unsure about any issues the School Welfare will be able to advise you.

Child's views:-

- Your child contributes to their Learning Targets when they are set.
- Your child will contribute to his/her EHCP meeting and all subsequent annual reviews.
- Your child is encouraged to discuss school issues that can be taken to the school council.
- Staff discuss issues with your child and if they are able to contribute ideas they will be encouraged to share them with their peers.
- If your child has shared concerns or ideas with you, but they feel they cannot discuss them in school you can bring them to the Class Teacher or SENCO.

Specialist external services we use when we think extra help is needed

Services available at the school:

- Play Therapy

Some of the services our school has access to:

- Educational Psychologist
- Speech Therapist
- Social Services
- Children and Adolescent Mental Health Service (CAMHS)
- Outreach:- West Lea Special School- Down's Syndrome
EASA - Autism
- Occupational Therapy
- Physiotherapy
- Early Years Social Inclusion
- Foundation Support Service
- Joint Services for Children with Disabilities
- Behaviour Support Service

- Family Support Service
- Family Based Solutions
- School Nurse
- Parent Partnership:- www.enfieldparents.org.uk/services/parent-partnership-service
- Voluntary agencies
- MENCAP www.mencap.org.uk/
- National Autistic Society:- www.autism.org.uk/

The training our staff have had or are getting

- * Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND – there is professional development provided to all staff at least once per term in relation to SEND.
- * Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service or medical /health training to support staff in implementing care plans.
- * Learning Assistants who are working one to one or in small groups with pupils will always be provided with specific training around the child's needs before beginning to support them.
- * Mrs Stacey James, the SENCO holds a BA Hons degree in Primary Education, NPQ in Leadership, behaviour and culture and the National SENCO qualification (pending final result).
- * Andrea Collins, our school counsellor,
- * Mrs Sheehan is our qualified mental health first aider.

How we include children/young people in activities and school trips

- * Safety is considered at all times. Risk assessments are completed prior to all trips.
- * All children are included in all activities with their peers.
- * Before any trip or activity an assessment is completed to ensure accessibility for all.
- * Where necessary, additional adults are provided for school journey and parents are advised.
- * Social stories are worked on in and out of school to ensure the child has a good understanding of what is going to happen whenever they go on a trip.

Our school environment

- * The school is fully accessible to wheelchairs and has a lift to the upper level.
- * The classrooms and corridor are clearly lit and kept clear to ensure children with visual difficulties are catered for.
- * The school has disabled toilet facilities.
- * When each child with special needs enters the school their needs are carefully looked at and any equipment that is needed will be provided wherever possible. Equipment can also be loaned to parents to help support their children's needs.
- * The school is secure and has restricted access.

How we prepare for children/young people joining our school and leaving our school

We ensure that all children are well supported throughout all transitions.

If your child is joining school:

- The first introduction to the school is carefully planned. Mrs Everard, the Head of School, meets with parents and if the child has identified Special Educational

Needs or a disability, Mrs Stacey James, the SENCO, will also attend to discuss any support that is required.

If transferring from another school:

- If possible, the SENCO will visit the child in their current setting. Social stories are provided when appropriate and visits can be planned to support the change.

If your child is moving to another school:

- The transition to a new school is carefully planned and parents are kept fully informed. A social story or photographs are used to show the child where they are going and the new support they will be getting.

In Year 6

- Our school will invite the secondary staff in to discuss the child and share strategies.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include a 'Passport' of transition book about themselves for their new school.
- Several visits are made to the new school and if possible staff from the new school will visit your child in their current school.

Moving classes:-

- Information will be passed on to the new class teacher IN ADVANCE.
- A social story is provided for all the children who will benefit from a visual prompt.
- When needed, a transition programme is planned.

How parents are involved in school life

* You are encouraged discuss any concerns at the first opportunity.

* You have the opportunity to join the parent voice group that meets regularly with the school.

*Sharing your understanding of your child's needs is valued.

* You will always be given the opportunity to discuss your child's progress, needs and any concerns informally on a daily basis with your child's class team, as well as the Executive Headteacher/ Head of school teacher or the SENCO, who are usually available in the playground after school each day. However, should there be concerns which need to be discussed in more details, we will always be happy to schedule an appointment at the earliest available opportunity.

* A weekly newsletter is distributed to parents.

Who to contact for more information or to discuss a concern

* We would like you to talk to your child's class teacher regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support the child both at home and school and can share what is working in both places.

* The SENCo is also available to meet with you to discuss your child's progress or any concerns/worries you may have.

* All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

* Homework will be adjusted as needed to your child's individual needs.

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

* A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

* If your child is undergoing statutory assessment you will also be supported by the Children's Services SEND Team. They will ensure that you fully understand the process.

* The first point of contact to discuss any concerns is with the class teacher. If there concerns continue you can contact a member of the Inclusion team.

* If there are family matters that may be impacting on your child, you can talk to a member of the leadership Team for support. (Mrs Sheehan, Mrs Everard & Mrs James) who will do their best to support you and your family.

* If your child has a special educational need and you wish to look at the school facilities you can contact:-

Admissions Team **on: 0208 804 1987**

Our offer to children with special educational needs and disabilities was updated in July 2023.

It will be reviewed in September 2024