

# St. James CE Primary School



## SEND Information Report (School Offer for SEND)

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

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

## 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.’**

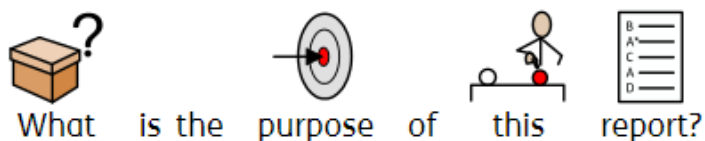


### Values

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.

<b>½ termly focus</b>	<b>Value</b>
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

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This report aims to give you an overview of our Special Educational Needs and Disabilities (SEND) provision, here at St James CE Primary School. We want to tell you, in a clear and concise way, what we can offer for pupils with SEND and how we do this.

This report is for current and prospective parents and carers, and any other interested members of the community, to help you know and understand how we support children with SEND.



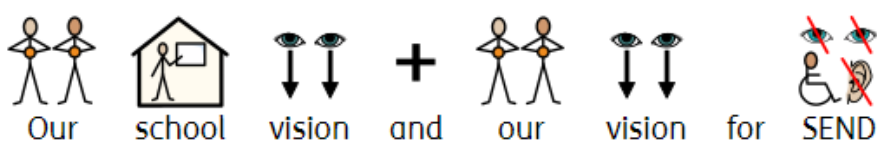
We are a one-form entry Church of England mainstream primary school with a Nursery in North Enfield. We follow the National Curriculum and make provision for children aged 3-11.

We have recently had our OFSTED inspection (May 2025), and we are very pleased with the outcome – if you would like to read the report please see the link:

<https://www.stjamesenfield.org.uk/page/?title=Inspection+Reports+and+Results&pid=57>

We are equally proud of our most recent SIAMS inspection (June 2025), which was hugely positive and we are living up to our expectations as a church school.

<https://www.stjamesenfield.org.uk/attachments/download.asp?file=824&type=pdf>



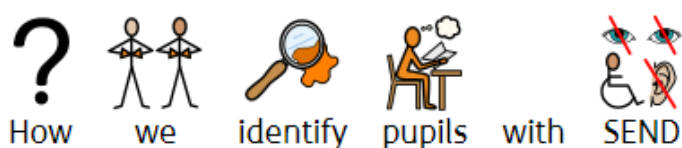
Our school vision is:

Our school vision is: 'Within our community we strive to develop deep roots, strong growth and freedom to flourish as a unique and whole child of God.'

This means that we value and include all children and families within our school, and that we want them all to grow and flourish, whatever their needs. Therefore, our vision for our pupils with SEND is that we do all we can to meet their needs, so that they achieve as much as they possibly can during their time with us. This relates to their academic progress, but also to their social and functional skills, spiritual development

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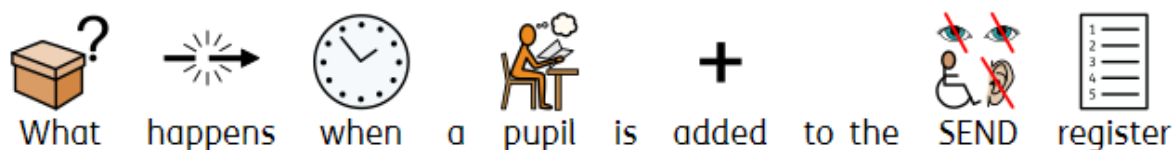
Therefore, our vision for our pupils with SEND is that we do all we can to meet their needs, so that they achieve as much as they possibly can during their time with us. This relates to their academic progress, but also to their social and functional skills, spiritual development and mental health and wellbeing. We recognise that all children are individuals, and that for pupils with SEND, personalised provision is essential to help them stay safe and thrive. When our pupils with SEND transition from our school, we want them to be as well-prepared as possible for the next phase of their education, and for adulthood. We recognise that this process begins as soon as they start with us, and so we work towards ambitious outcomes from the outset.



Some pupils come to our school with identified SEND needs. In this case, we work with the previous setting to gather all the information we need to ensure a successful transition for them.

Other pupils might have their SEND needs identified as they move through the school. 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, they can speak to the SENCo at any time. Each Class Teacher also has a termly pupil progress meeting with SENCo and Executive Head; during these meetings, the needs of all pupils are discussed and this is where concerns about SEND might be raised.

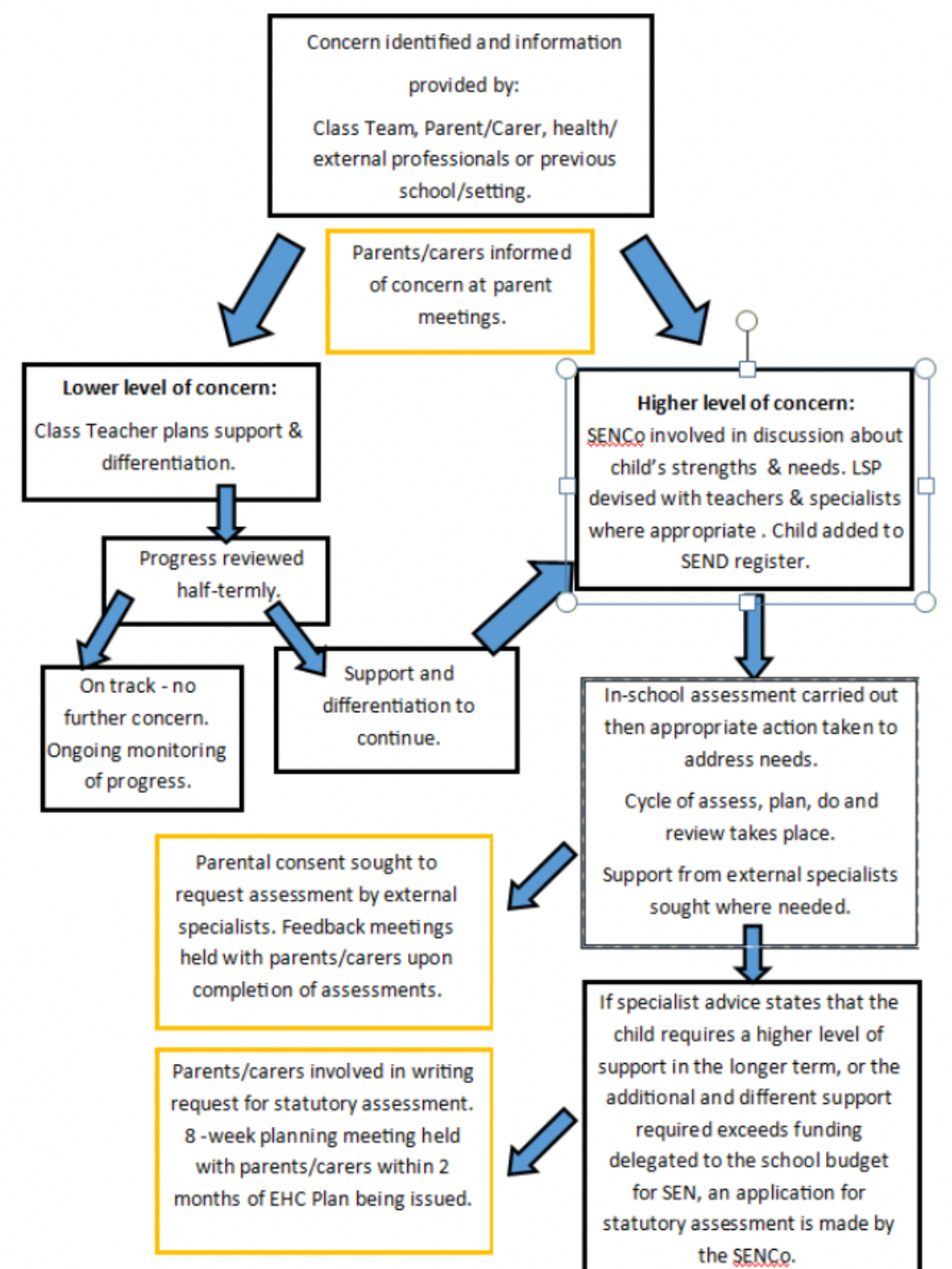
If a parent or carer has any concerns about their child they can talk to the class teacher or Mrs Amin (the Head of School and SENCo) at any time, by making an appointment at the school office.



Once a child is added to the SEND register, whether this is on entry to school, or at any point during their school journey, 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 (see below for more information on LSPs). 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. If the SENCo feels that a child requires more expert assessment, external agencies such as Educational Psychology or Speech and Language Therapy may be consulted. Referrals to these services are only made with parental consent.

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The diagram below may help you to further understand the process of identification and provision:



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Through a combination of the adaptation of everyday teaching, and the provision of interventions, we ensure that every individual with SEND has their needs met.

### **Learning Support Plans (LSPs)**

Learning Support Plans are written for every child on the SEND Register and these are reviewed termly, in partnership with parents and carers. An LSP outlines 2-3 outcomes that a child is working towards (their targets) and for each of these, the things that the school will do to help them get there (the provision). If your child is on the SEND Register, the provision outlined on their LSP is the minimum that they will be offered; there may well be other strategies or interventions over and above this that are being provided for them. The Class Teacher and/or SENCo will tell you about all the things that are being put in place for your child at termly parent consultation meetings, as well as at your child's annual review (if they have an Education, Health and Care Plan). Where a child in Nursery has a Learning Support Plan in place, we will usually also seek to apply for SEN Inclusion Funding (SENIF) in order to support us implement the strategies we have outlined in the Plan.

### **Teaching**

All pupils in our school are provided with Quality First Teaching across a broad and balanced curriculum. Their learning opportunities are planned by a qualified teacher and are appropriate to their age, stage of development and SEND needs. For our pupils with SEND, we often need to adapt our curriculum, differentiate the tasks we expect children to undertake, provide additional support and/or provide them with different or specialist resources. What we do and the ways in which we do this are based very much on the individual child and what they need. However, these are some examples:

- \* Adaptation of the curriculum (differentiated planning) in one or more subjects so that the child is able to access the same learning as the rest of their class
- \* Support from a Learning Assistant, either one to one or as part of a small group, to help the child access the same learning as the rest of the class, or to help them access learning opportunities which are appropriate to their needs
- \* Additional visuals, scaffolds, word banks, sentence starters etc to support the child in their understanding and/or remembering of the learning
- \* Timers or task boards to help the child know what they are expected to do during a given period of time and help them achieve this

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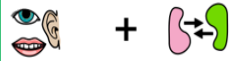
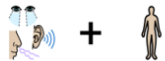
\* Provision of coloured overlays, sloped boards, large rulers, enlarged learning materials, double scissors, individual laptops, ear defenders and a range of other equipment to help pupils with specific needs access the learning

## Interventions

Wherever necessary, a child will participate in an intervention to receive extra support in their area of need. Interventions may take place within the class but usually will happen during specifically planned and timetabled sessions outside of the classroom. 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. 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.

Below are some examples of the interventions we provide, although this is not an exhaustive list.

 <b>Cognition and Learning</b>	 <b>Social, Emotional and Mental Health</b>	 <b>Communication and Interaction</b>	 <b>Sensory and Physical</b>
Precision Teaching (any area of learning)  RWI 1-1 (phonics)  Reciprocal Reading (comprehension)  Pathways Curriculum (Science, RE, Geography, History for pupils working at pre-KS1)  TEACHH Tray Tasks (developing independence)  Small group tuition/booster	ELSA (Emotional Literacy Support Assistant)  Art Psychotherapy  Art Therapy Lunchtime Drop-In  Social and Functional Skills  Transition Groups (offered to all Year 6 pupils throughout the year)  All About Me (understanding my diagnosis of Autism)	NELI (Nuffield Early Language Intervention)  Language for Thinking (for development of inference skills)  Sound Builders (for development of speech sounds/speech clarity)  Attention Autism (to support the development of joint attention)  Colourful Semantics (to support sentence development)  Auditory Memory Group  Intensive Interaction	Tiger Teams (for development of gross motor skills)  Busy Fingers (for development of fine motor skills)  Handwriting 1-1/small group support  Sensory Diet

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Each child's progress is continually monitored by his/her class teacher and at the end of every term, a judgement about whether they are working at, above or below age-related expectations is made for each curriculum area. For pupils with SEND, the standard methods of assessment may not be effective, in which case, other tools are used – further information can be found in our Assessment Policy. Progress in other areas, such as attendance, engagement in learning and behaviour are also monitored, and the SENCO will also check that your child is making good progress within any intervention group that they take part in.

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. However, we will always consider, in partnership with parents and carers, how appropriate it is for pupils with SEND to participate in these assessment tests, and where there are reasons why they should not, we will think about other forms of assessment which are more suitable.

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). This will usually happen at termly parent consultations. Additionally, the progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.



It is central to our practice to us to work closely with parents and carers, and for their views and the views of their children to shape the provision we offer. We want to know what is important to parents, carers and their children – what they are finding difficult, what they feel is working well, what their hopes are for the future – so that we can make sure the targets we set and the things we do are effective and helpful in both supporting children now and preparing them for their future.

We have a range of informal ways of ensuring good communication with parents, carers and children and as a school, have an open-door policy. There are always staff available to talk to children about any concerns, at any time during the school day, and there are also opportunities at the beginning and end of every day for parents and carers to come and briefly talk to their child's class team, Parent Liaison Officer or the SENCO.

Parents consultations are held 3 times per year and these offer a more formal opportunity for parents and carers to ask questions and share their views and any concerns. In addition, annual







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reviews for pupils with EHCPs provide a chance for parents and carers to spend longer talking about what they want for their child now and in the future.

When discussing children's views with them, we use a variety of strategies to ensure that all children, whatever their verbal abilities, have a voice. This may include prompt questions, the use of a book or story as vehicle for conversation, groups to help children express their ideas with and alongside others, and pictures or talking mats (see below for an example of this).



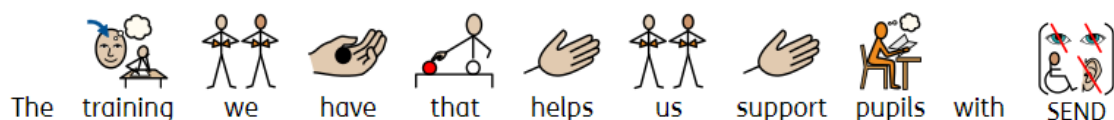
We always use children's interests and motivators as a way of engaging them and supporting them with learning, so we work hard on finding out what these are. This could be through discussion with the child, or their parents and carers, or through observation.

?  and  can  tell us if they  have any  questions,  concerns

  
or complaints

If parents or carers are worried about anything, they should, in the first instance, talk to their child's Class Teacher. However, SLT ( Senior Leadership Teachers) are on duty every morning and evening on the gate on entry to/exit from school, for parents and carers to ask any questions, raise any concerns or talk about any worries. If a parent or carer has spoken with their child's Class Teacher and has not been able to resolve the issue in this way, it will be passed to the Assistant Headteacher or Head of School to deal with. In the event that a parent or carer wishes to make a complaint, they should make an appointment to speak with the Head of School via the school office and/or put their complaint in writing via a letter or email to the Head of School. Our Complaints Policy can be found on our school website and this gives full details of how all complaints, including those relating to SEND, will be managed.

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There is regular (at least half-termly) whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. In addition, 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 EASA or medical /health training to support staff in implementing care plans.

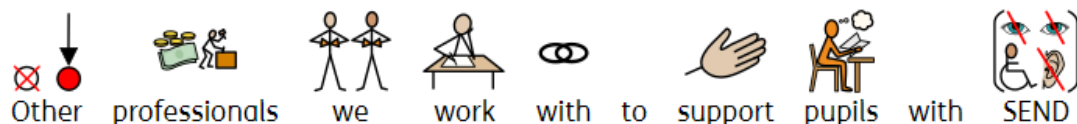
Learning Assistants who are working one to one or in small groups with pupils will always be provided with specific training around the child's needs before beginning to support them.

Some of our staff also hold specialist qualifications as follows:

Mrs Amin, the Head of School and SENCO holds a Masters degree in Education Psychology, as well the National SENCO qualification.

We have our own play therapist, within the school who is available to support the children through sessions.

Mrs Amin and Mrs Sheehan are qualified mental health first aiders.

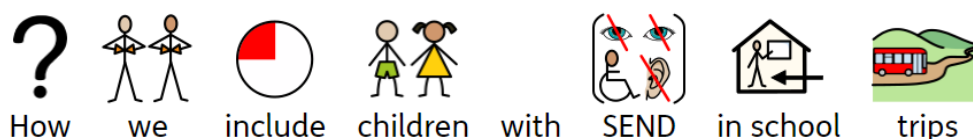


As a school, we work closely with other professionals to ensure that all our pupils with SEND receive the support they need. Below is a list of the main services we are able to access or refer to, although this is not exhaustive:

- Educational Psychology Service
- Speech and Language Therapy Service for health needs (speech sound difficulty; stammer etc), DLD assessment or ongoing therapy where this is stated in the child's EHCP
- Children's social care (and adult social care services where this relates to parent/carer need)
- Children and Adolescent Mental Health Service (CAMHS)
- Child Development Team (CDT)
- Special School Outreach:- West Lea, Waverly, Fern House etc.
- Enfield Advisory Service for Autism (EASA)
- Occupational Therapy
- Physiotherapy
- Early Years Social Inclusion

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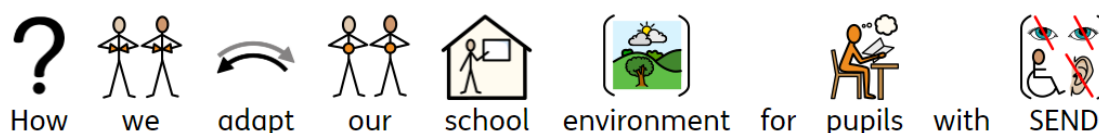
- Joint Services for Children with Disabilities (Cheviots)
- Behaviour Support Service/SWERRL
- Early Help
- Family Based Solutions
- School Nurse
- Our Voice parent support service
- MENCAP [www.mencap.org.uk/](http://www.mencap.org.uk/)
- National Autistic Society [www.autism.org.uk/](http://www.autism.org.uk/)



We will always include all children, whatever their needs, in any school trip with their own class. This means that we will always select activities which are suitable for and accessible to all pupils within the class. However, safety is our primary consideration at all times and risk assessments are completed prior to all trips – where there is a very high risk that we will not be able to keep a child safe due to their needs, we may ask the child's parent or carer to help us support them on the trip.

We also run trips which are aimed specifically at pupils, or groups of pupils, with SEND. These include opportunities to develop their social skills within the local community, opportunities to work on physical skills at venues such as soft play centres and trampoline parks, and participation in events specifically designed for children with SEND, such as Panathlon tournaments.

Whenever a child with SEND is going on a school trip, social stories are written and read in and out of school to ensure the child has a good understanding of what is going to happen when they go. This helps them to feel comfortable and happy with the arrangements, and ensures that the experience will be a successful one for them.



Our school is fully accessible to wheelchairs and has a lift to the upper level. There is a fully accessible disabled toilet and changing area.

The classrooms and corridor are clearly lit and kept clear to ensure children with visual difficulties are catered for.

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We have a sensory room, which is used to support pupils with a range of needs. There is climbing, swinging, jumping and rocking equipment available, as well as lights and sounds.

When any with SEND 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. We also regularly undertake audits to ensure that we do everything possible to support pupils with all kinds of additional needs through our environment (eg Communication Friendly Environment Audit, EASA Autism Audit).



It is our hope that all parents and carers have a good working relationship with their child's Class Teacher, and that this person is the first port of call for any questions, information or concerns. As above, Class Teachers are available for a brief discussion daily when you are collecting your child. However, many of our families also use Sticky Fingers and/or other childcare provision and we are happy to facilitate daily updates to these services at parental request. A home/school contact book can also be used to support communication with you, when this has been agreed to be useful for you and your child.

Mrs Everard ( Head of School) or Ella Tona ( Welfare Officer) available daily, in person, at the beginning and end of the school day, or at any time on the phone, if there are any concerns you would like to discuss in relation to your child's health or wellbeing. They can be contacted via our telephone number: **02088041987**

Mrs Amin, the SENCo, is also available to meet with you to discuss your child's progress or any concerns/worries you may have and can be contacted via St James Telephone number or our Federated school (FWSG) on **01992 764737**

In addition:

If your child is undergoing statutory assessment or has an EHCP in place, you will also be supported by the Enfield SEN Team. Our school's named SEN Advisory Officer is Selina Adu and she, or any other member of the Enfield SEN Team, can be contacted on:

**020 3821 1919.**

For any other queries, or to arrange a visit to the school as a prospective parent, please contact the school office.

*This SEND Information Report was last reviewed in September 2025 and will be reviewed again in September 2027*