



# St James's C of E Primary School

Faith Friendship Fulfilment

## SEND information Report

**Ratified on:** 28<sup>th</sup> November 2024

**Ratified by:** L. Salton-McLaughlin

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**Written by:** Hannah Scott

## **Vision**

We believe that every child is made in the image of God; inherently valuable and unique. Jesus is the light of the world and God has placed the light of the Holy Spirit within each of us:

Let your light shine to reach your God-given potential.

Let your light shine courageously.

Let your light shine as a beacon of hope.

**Let your light shine ~ be the best we can be!**

## **Introduction**

All Dudley Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND) and are supported by the LA to ensure that pupils, regardless of their specific needs, make the best possible progress in school.

### **What is the Local Offer?**

The Local Offer is a publication of all services available to support children with SEND and their families in the Dudley area. It gives clear information for parents and carers about how to access services in their area and what they can expect from those services. Dudley's Local Offer can be viewed at:

<https://www.dudley.gov.uk/resident/localoffer/>

### **The School SEND Information Report**

In this report, parents and carers are given information about the provision and support that St James's C.E Primary School can offer children with additional needs, in effect our 'School Offer'. The questions below provide the information which we are required to publish on our website by the Children and Families Act (2014). As we are constantly looking at ways to improve provision for our pupils, this information will be reviewed and updated as necessary.

We hope that this report gives a clear account of the SEND procedures and provision available at St James's C.E Primary. If parents and carers require additional information, they can contact the school Special Needs Coordinator, Miss Hannah Scott, on 01384 818810. Please read our SEND Policy which is also available on the school website:



## Who are the best people to talk to at St James's about a child's difficulties with learning/Special Educational Needs or Disability (SEND)?



- **Class teacher** – to discuss your child's progress and identify concerns.
- **Special Needs Coordinator (SENCo)** – Miss H. Scott – to ensure your child is receiving appropriate support in school and regularly reviewing progress.
- **Head Teacher** – Mrs N Sefton – to ensure your child's individual needs are met.
- **SEND Governors** – Mr M. Loftus and Ms A. Craicun – to ensure necessary support is given for any child with SEND who attends the school.

To contact any of these people please telephone school on 01384 818810.

## How do we identify pupils with SEN?

At St James's C.E Primary School we adopt the definition of SEND as stated in the Special Educational Needs Code of Practice 0-25 (2014):

***A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.***

***A child of compulsory school age or a young person has a learning difficulty or disability if he or she:***

- ***has a significantly greater difficulty in learning than the majority of others of the same age, or***
- ***has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Pupils with SEND may have needs in one or more of the following areas:



- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

There are other factors which can impact upon progress and attainment. These include:

- Disability (the SEND Code of Practice outlines the ‘reasonable adjustments’ that schools must make to ensure that disabled children are not put at a significant disadvantage compared with their peers. Children who have sensory impairments or long term health conditions do not necessarily have SEN.)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium grant
- Being a child that is looked after
- Being a child of serviceman/woman



**Special educational needs and disability code of practice: 0 to 25 years**

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

July 2014

## SEND Register

Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND register when their needs no longer require special educational provision. The SEND register is held centrally by the SENCo.

If successful progress is made over the period of a whole year, and it is deemed that the pupil no longer needs any support, he/she may be removed from the register altogether. The pupil may be added again at any time in the future if necessary. The register entry includes the names, dates of birth and SEND needs/provision of all pupils receiving targeted or specialist SEND support, and/or have an EHCP. The names of these pupils are included on the annual school census.

## What are the different types of support available for children with SEND at St James's?

- **Quality First Teaching** – class teachers have high expectations for all children and tailor their everyday teaching to meet individual needs.



- **Guided Groups** – if a child has gaps in their understanding, extra support may be given in a guided group during lesson time led by a teacher or teaching assistant.
- **Intervention Groups** – where an outside agency professional has provided specific targets for children with SEND, intervention groups will run in addition to daily teaching. This may be on an individual basis or as a small group, depending on the needs of the child. Intervention groups may be run by teaching assistants, teachers or the SENCo.
- **Specialist 1:1 support** – where a child has been identified as needing specialist support from an external agency professional, provision will be made for a child to receive this (e.g. Communication and Interaction, Physical and Sensory Service (CIPS), Speech and Language Therapy Assistant, Physiotherapy).
- **Specialist equipment** – where an outside agency professional has recommended specialist equipment to support an individual child's needs, we will aim to provide this as necessary (e.g angled writing board, hearing loop).



### **How can I let school know that I am concerned about my child's progress?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Needs Coordinator (SENCo), Miss H. Scott.

### **How will school let me know if they have concerns about my child's learning?**

If your child is identified as not making progress, school will set up a meeting with you to discuss this in more detail and to:

- Listen to concerns you may have
- Plan any additional support your child may need
- Discuss any referrals to outside agency professionals to support your child

### **How is extra support allocated to children?**

- School notional budget – received from Dudley Local Authority, this includes money for supporting children with SEND.
- Head Teacher – in consultation with school governors and the SENCo, and on the basis of needs in school, the Head Teacher will decide on the deployment of resources and staff for pupils with SEND, including consideration of staff training needs.
- Provision Mapping – the school identifies the needs of pupils with SEND and records the support provided on a provision map. This identifies and costs all intervention provided within school and is reviewed regularly to ensure changes are made as required and resources are deployed as effectively as possible, ensuring children's needs are met.

### **Who are the people providing services to children with SEND at St James's?**

#### **School Provision:**

- All teaching assistants may lead SEND intervention groups with individual pupils or small groups, including reading, spelling, maths and phonics interventions.
- Individual teaching assistants run Speech and Language Therapy programmes in their specific year groups. We use the WellComm screening tool to identify Speech and Language difficulties and



plan for intervention in school, ahead of seeking a referral to the Therapy Service.

- Some teaching assistants have received training in leading the Numicon intervention to support Maths.



- Miss H. Scott (SENCo) and Miss E. Brettle (Level 3 TA) are Nurture Group trained.
- Teaching assistants run the 'Get Moving' programme to support children with gross motor and coordination difficulties across school, as advised by Occupational Therapy.



- Teaching assistants are trained in delivering spelling and phonics interventions across school, with strategies from the Learning Support Service.

- All staff are trained in Little Wandle reading and phonics scheme, with catch up intervention.
- All staff are trained in a handwriting programme called 'Kinetic Letters'.
- Many TAs in school are trained in administering Precision Teaching, a tool to support pupils in becoming fluent in a particular skill.
- Some TAs are trained in completing the 'Get Moving' intervention to support developing core strength and motor coordination skills.



#### **Local Authority Provision delivered in school:**

- Learning Support Service
- Educational Psychology Service
- Counselling/Play Therapy
- Communication and Interaction, Physical and Sensory Service (CIPS) – this includes the ECHO Team and Autism Team
- Speech and Language Therapy (SALT)
- Behaviour Support Team

### **Health Provision delivered in school:**

- School Health Advisor
- Occupational Therapy
- Physiotherapy
- Additional Speech and Language Therapy Assistants
- Reflexions (Emotional and Mental Health) – this may be 1:1 or group sessions including low intensity CBT approaches, as well as support for parents/carers.

### **How are the staff at St James's supported to work with children with SEND?**

- INSET days or staff meetings are used to address whole school training needs, led by the SENCo or outside agency professionals.
- Individual staff members attend training courses run by outside agencies that are relevant to the needs of specific children, e.g. Autism Team, Speech and Language Therapy.
- The SENCo holds a Post Graduate Certificate in National SENCo Accreditation. She attends Dudley SENCo Network on a termly basis.

### **How will teaching be adapted for a child with SEND?**

The SENCo has the responsibility for supporting the class teacher in planning for all children with SEND. A Learning Plan is created for each child, making clear their individual targets and providing resource ideas and strategies for teaching, in addition to the timings and staffing of additional intervention that the child may need. It will also make reference to any specialist equipment that can be used, following the recommendations of outside agency professionals.

Class teachers will plan and differentiate their lessons according to the specific needs of all groups of children in their class. Support staff will be directed by the class teacher in adapting planning to support the needs of individual pupils.

### **How will we measure the progress of a child with SEND at St James's?**

- Class teachers monitor children's progress continually
- The Assessment Coordinator (Miss S. Mason) holds termly Pupil Progress meetings with class teachers to formally monitor progress
- Statutory Assessment Tests (SATs) are undertaken for children at the end of Year 2 and 6



- Learning Plans are written for children with SEND and reviewed on a termly basis by class teacher/TA leading the intervention and shared with parents
- Interventions are evaluated on a termly basis using provision maps
- Staff leading interventions complete Intervention Records for the SENCo to monitor the support provided
- The Senior Leadership Team and other leaders undertake regular book trawls and lesson observations to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **What support do we have for parents of children with SEND?**

- The class teacher is available (by appointment) to discuss a child's progress or any concerns that arise. They will also be happy to share strategies and ideas that work well at school so that they can be employed at home.
- The SENCo is available (by appointment) to meet parents to discuss a child's progress or any concerns that may arise.
- All information from outside agency professionals will be shared with parents directly through a meeting, or where this is not possible, in a report.
- The Family Liaison and Pastoral Coordinator (Emma Jones) is available to support and signpost parents who may be having difficulty with a child's behaviour and/or social and emotional needs.
- Learning Plans will be reviewed on a termly basis.
- Homework will be adapted as required, to suit individual children's needs.
- A home-school link book may be set up to support communication with teachers and parents, where this is agreed to be useful for both parties.
- Dudley Special Needs and Disabilities Information, Advice and Support Service (SENDIASS) is a free, impartial service to support the parents and carers of pupils with SEND. They can be found at:

<https://www.dudley.gov.uk/dudleysendiass>

### **How is St James's accessible to pupils with SEND?**

- The school is fully compliant with The Disability Discrimination Act requirements.
- The school has easy access via ramps and electronic doors at the main entrance.
- There are two accessible toilets, in addition to a shower area.
- We ensure wherever possible that equipment used is accessible to all children, regardless of their needs.

- Breakfast Club and After School Club facilities are accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- The Communication and Interaction, Physical and Sensory Service (CIPS) visit pupils at St James's on a termly or annual basis (dependent on need) to ensure that we provide appropriate access to teaching and learning for children with physical, visual or hearing impairments.
- Miss H. Scott has received training in writing Risk Assessments for pupils with SEND, including those for offsite activities, trips and visits.
- If a child requires additional 1:1 adult support for a trip or visit, we will ensure this provided.

### **Pupils with Medical Needs**

- If a pupil has a medical need, a detailed Care Plan is created by Miss Scott and the School Health Advisor, in consultation with parents. These are shared with all staff.
- Where medicines need to be administered in school, parental permission will be sought and specific staff members will be trained in the correct administration of the medication.

### **How will we support children with SEND when they are joining this school? Leaving this school? Or moving to another class?**

#### **If a child is joining from another school:**

- The SENCo will liaise with the previous school to ensure support plans and resources are put in place. The child will be invited to visit St James's and stay for a taster session.

#### **If a child is moving to another school:**

- We will contact the new school SENCo to ensure he/she is aware of any support plans and special arrangements that need to be made. Where possible, a planning meeting will take place with the SENCo of the new school.
- Records about the child will be passed on as soon as possible, including Learning Plans and One Page Profiles.

## When moving classes in school:

- Information will be passed on to new teachers in advance and a transition meeting will take place between the previous and new teacher.
- The SENCo will share Learning Plans with the new teacher and ensure that any previous support will continue as necessary.
- If the child requires a social story or transitional booklet to support them in understanding moving to a new class, this will be created for them in advance of the move (e.g. prior to the summer holiday).
- Staff will create a One Page Profile to summarise a child's strengths, needs and top tips for supporting them effectively.

My One Page Profile	
Student Name: Samuel Wong	
Year Group: Year 10	
Form Group: TW	
What people like and admire about me	
• I am always really happy and positive!	
• I tell good jokes.	
• I have a good sense of humour.	
• I can use sign language very well to communicate.	
What is important to me?	
• Getting better at English, Maths and Food Technology.	

## In Year 6:

- The Year 6 teachers and SENCo will liaise with the SENCo of the child's secondary school. In some cases, a transition meeting will take place where parents are invited to attend.
- Where possible, a child with SEND will visit their secondary school on several occasions for transition afternoons. In some cases, staff from the secondary school may visit a child at St James's.

## How do we support a child's emotional and social development?

At St James's we recognise that some children have emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including difficulties with managing behaviour and heightened anxiety.

All classes offer Personal, Social and Health Education (PSHE) to support this development. However, for those children who find aspects of this difficult, we offer:

- Nurture style intervention – weekly groups run by members of the Family Liaison Team to support pupils with social and emotional difficulties.
- Circle of Friends – a social group aimed at pupils supporting their peers.
- Peer Mentors – Key Stage 2 children are chosen to run and support planned activities and games during lunch time.
- Behaviour Outreach – support can be offered to individual pupils from highly trained professionals at Dudley Behaviour Support Team.

- Reflexions – intervention from Emotional and Mental Health Practitioners (EMHPs) to support pupils with mental health needs.

### **Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the provision made for their child, they should make an appointment to speak to the Head Teacher, who will be able to advise them on formal procedures for complaint, if the matter cannot be resolved during the meeting.