



Special Educational Needs (SEN)

Informational Report



Believe, Love, Learn together!

St James' School is a positive, secure, enjoyable, inclusive and challenging learning environment, based on Christian Values, where high standards of teaching and learning ensure that every individual feels respected and valued, and strives to reach their full potential.

Welcome to St James'!

We aim to provide a secure and caring environment in which the emotional, cultural, educational, physical, spiritual and social needs of each child can be met including those with special educational needs. To promote a happy atmosphere in which children can develop to their fullest potential and in which their natural talents and gifts are recognised and nurtured. To help children develop self-confidence, encouraging independence, promote self-discipline and to have respect for themselves, their peers, their teachers and the wider community beyond the school.

For further information about SEND at St. James', or to speak to the SENCO, please contact the office by phone: 01279 432459

Who is responsible for the children with Special Educational Needs and Disabilities (SEND) at our school and what expertise do they have?

Leadership:

Mrs Gina Bailey (Executive Headteacher) is responsible for the overall management of all aspects of the school including the provision for pupils with SEND and Mrs Kearney (Head of School) for overseeing the school's day to day running.

Inclusion Manager/Special Educational Needs Co-ordinator SENCO:

Mrs Celina Walsham is responsible for co-ordinating the provision for children with SEND, including: working with parents to ensure they are fully involved with their child's learning, providing advice and training so that all members of staff are skilled and confident in meeting a range of needs, tracking the children's progress and monitoring the effectiveness of provision across the school.

Mrs Walsham is an experienced teacher, who has worked in the classroom and also in leading and delivering interventions to children in the Foundation Stage, KS1 and KS2. She has achieved the National Award for SEN co-ordination and is working towards a master's degree in special educational needs and disabilities. She is also a member of the safeguarding team.

Class Teachers

Class teachers are responsible for: adapting and refining the curriculum to respond to the strengths and needs of all pupils including those with SEND, ensuring quality first teaching and differentiation, monitoring the progress of all children, and in response to this; identifying, planning and delivering additional support where needed.

Learning Support Assistants (LSA's)

The LSA team are appropriately prepared and trained to support the curriculum and children with SEND, promoting pupil independence, pupil thinking skills and increase self-esteem through growth mind-set. The team includes two practitioners with specialist skills in speech and language.

Governor for SEND

Wendy Myers is our governor for SEND, who was previously a Headteacher and also a Local Authority adviser.

The school recognises the value of continuous professional development, the inclusion manager ensures that staff receive regular updates and training to further develop their skills and specialist expertise in supporting children with SEND.

Further Information

A range of policies are available on the school's website, or are available on request: SEND Policy; Safeguarding Policy; Complaints Policy; Behaviour Policy; Child Protection Policy; Supporting Children with Medical Needs, Single Equality Policy; Anti-Bullying Policy: For information on the Essex Local Offer, please visit:

<http://www.essexlocaloffer.org.uk>

How does the school ensure that children who may have SEND are identified early?

Class teachers monitor all of the pupils in their class and track their progress carefully. If a pupil is not progressing at the expected rate for their age the class teacher will seek advice from the SENCO. Support will be adapted to enable the child to get back on track with their learning.

If, despite support being adapted, a child continues to need provision which is additional to or different from that which is available for all children of the same age, it may be decided that the child has SEND in the areas of: communication and interaction; cognition and learning; Social, emotional and mental health and sensory and/or physical. Parents and carers are kept fully informed about how their child is progressing in school, and their expert knowledge of their child is sought and valued when planning next steps.

How does the school support children with SEND?

At St. James' we use a wide range of approaches in supporting our pupils with SEND to become independent life-long learners. This will include:

Ensuring that teachers have the highest expectations for all children in their class, and use a variety of teaching strategies so that all children with different learning styles are fully included in their teaching and learning. Effective quality first teaching and effective differentiation enables all pupils, including those with SEND, to engage in activities across the curriculum. This may also include:

- Working with an adult in a small group of pupils with similar age related targets or needs.
- One to one work with an adult on individual targets.
- Use of outside agencies, for example, Speech and Language Therapist, Educational Psychologist, Home School Liaison Officer, Paediatricians and Occupational Health, Emotional Well-being and Mental Health Service (EWMHS).
- Use of the Specialist Teacher Team and YCT counselling.
- The school is committed to continually invest in new effective resources and considers the learning environment and how this can positively support children with SEND.
- Use of quality resources to support learning for example, visualizers, finger gym, Numicon, reading and writing resources, social skills resources, games, ICT and other specialist equipment, for example, weighted lap supports, and sit and move cushions.

What should I do if I think my child may have SEND?

If you think your child has a Special Educational Need or Disability that has not been identified, you should make an appointment to talk to your child's class teacher, to the SENCO (Mrs Walsham) or the Head of School (Mrs Cox) straight away. You will be able to talk through your concerns and discuss what will happen next. Working together with your child's teachers will often help to sort out worries and concerns. The closer you work with your child's teachers, the more successful any help for your child can be.

How are the pupils, parents/carers encouraged to take an active role in supporting our children?

Parents are made fully aware of the planned support, and are encouraged to take an active role in the planning and review process. Where a child has SEND, we regularly talk with parents/carers to set targets and the child is encouraged to be actively involved in the shaping of their support and review progress towards outcomes. We meet with parents/carers at least three times per year, but this may be more frequent depending on individual children's needs.

Interventions are monitored and reviewed to ensure that provision is effective. If the intervention is found to be ineffective in the pupils' progress towards outcomes this will be revised and adapted/changed where required. We also offer parents:

- Two parent consultations per year and one written report.
- Regular SEND parent coffee mornings.
- A straight forward procedure for parents to speak with class teachers, the SENCO or Headteacher.

How are children with SEND supported in preparing for their Next Steps?

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially for a child with SEND. Consequently, we work closely with parents/carers, children and staff to ensure these transitions run as smoothly as possible.

When moving classes, if required, parents and children are invited to attend a transition review meeting with the child's new class teacher and the SENCO, and children have opportunities to visit their new class.

When a child is moving to another school, all information and records are passed on, and we ensure that the new school is aware of any special arrangements or support that needs to be in place. In some cases, extra opportunities for the pupil to visit the receiving school are organised, so that the pupil can become more familiar with staff members and the school's layout.

All members of staff are aware of our behaviour and anti-bullying policy; we have clear school procedures in place. The school has a variety of lines of communication for children to voice their worries and concerns, if required.

Who should I contact if I am considering whether my child should join the school?

Parents are encouraged to contact the school office on 01279 432459 to arrange a tour of the school and a meeting with the Head of School and SENCO to discuss how the school could meet your child's needs.