



ST JAMES
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

*"With God, there is no limit to what you can do. There is no obstacle you can't overcome.
Through him, all things are possible."*

Matthew 19:26

St James' Primary School SEND Information Report

We hope you find the following information helpful in understanding the types of support we provide for our children at St James, and how and when these can be accessed.

What should I do if I think my child has a Special Educational Need or Disability?

If you feel your child may have a special educational need or disability (SEND), there is a wealth of information available to support you in the next steps. The following document is a starting point for this. You can read our SEND Policy via the website [SEND Documentation](#) for further information.

If you would like to know what provision is in place for your child or you think they may have further needs, please make your concern known by speaking to your child's class teacher initially, who will follow the graduated approach ([SEND Policy](#)) and raise this concern with the SENDCo, Miss Gemma Thomas, in school.

This concern will be discussed with you and school will give advice on the next steps to support your child, which could include an Early Help Assessment and referrals to external agencies, to ensure needs are met. We will share our findings with you and discuss how we can further support your child.

If you have a concern related to a medical or health issue you may also wish to speak to your GP or health visitor.

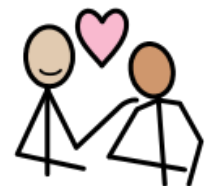


What is the school ethos/approach to teaching learners with SEND?

St James Church of England Primary School believes that every child is unique and we celebrate everyone's gifts and talents. All children are valued irrespective of abilities or individual differences, encouraged to develop to their full potential and able to contribute to the life of the school.

It is a privilege to play a part in the development of our children. Staff work together to provide an inspirational and exciting learning environment, where all children can develop an enthusiasm for life-long learning.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils, whatever their needs or abilities. We believe that the key to success is happiness, a love of learning and a school where children feel supported, valued and safe.



Members of St James are encouraged to value ourselves and each other in an atmosphere of trust, good humour, acceptance and enjoyment. We want our pupils to develop kindness, respect and care for others and the world around them. Our aim is that every child leaves our school with the skills, knowledge, resilience and confidence needed for a happy and successful life.



Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of a person with a disability but this document covers all of these pupils.

How does St James School approach the teaching of children with Special Educational Needs and/or a Disability (SEND)?

All children in school receive quality first teaching, this means that a range of teaching and learning styles and appropriate learning objectives are set for all children with a curriculum matched to their needs. There is a vast amount of support to all children in school as part of our ordinarily available provision, examples of which you can find below.



Some children may present with difficulties in accessing learning, and may need provision that is additional to and different from the whole class adaptive teaching approach, in order for them to access the learning and make progress. This may mean they have a Special Educational Need or Disability (SEND).

The broad area of SEND needs are categorised mainly within four areas according to the '[Code of Practice](#)' (2015). They are listed below with some examples. Our school currently provides additional and/or different provision for a range of needs, including:



- Cognition and Learning e.g.

Dyslexia, dyspraxia, specific learning difficulties, moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties.



- Communication and Interaction e.g.

Autism and Speech, language and communication difficulties.



- Social, Emotional and Mental Health

Social, emotional and mental health difficulties and attention deficit hyperactivity disorder (ADHD).



- Sensory and/or Physical e.g.

Hearing impairment, visual impairment, multi-sensory impairment, medical and physical disabilities.

Dependent on their level of need, children with SEND may be offered small group support or additional 1:1 time with an adult to complete activities or programmes when necessary and to work towards individual targets.

How will school know if your child needs extra help?

A whole school approach is used in addressing SEND policy and practice. Teachers continually monitor and assess children's learning and development. Teachers identify any difficulties pupils may have through precise and careful observation, assessment and monitoring.



Regular assessments give information about academic, social and developmental needs. In collaboration with the school SENDCo, Miss Gemma Thomas, teachers are responsible for the early identification of pupils with SEND, who would benefit from additional or different support. See the appendices in our [SEND Policy](#) for more information about identification of needs.

In addition to this, other professionals working for different agencies may have identified your child's needs before your child has entered the school setting. Transition information is shared also between schools and other professionals e.g. Nursery, Health, Speech and Language Therapy Service (SALT) for children moving into/ between schools.



Children who are struggling to make progress, in cognition and learning or communication and interaction, will be assessed using the Birmingham SEND Toolkit (BST), this will help to identify the gaps in their learning. From this, an Individual Target Plan (ITP) will be created and appropriate support will be put in place to help close these gaps. They will be monitored for 2 terms and if progress is less than expected further steps will be taken to support the child, with the involvement of external agencies. The SENDCo has regular meetings with all staff to keep updated on the needs and progress of pupils with SEND.

How will I know how my child is doing in school?

In addition to autumn and spring term Parents' Consultations, parents of children with SEND are invited to meet with staff each term to discuss and review progress towards targets on their 'Individual Target Plan', and talk about progress in relation to their overall wellbeing.



At St James we have an 'open door policy' and warmly welcome parents to come into school to speak to staff about any concerns they may have. At busy times of the day, when teaching staff may not be available, office staff can arrange for teachers to contact parents at a mutually convenient time, face to face or via telephone. Parents can also contact teachers via Class Dojo and they will respond within working hours.

At St James, we hold parent SEND drop-ins with the SENDCo should you have any questions regarding the provision in place for children with SEND. Our SENDCo welcomes parents to request an appointment with the school office to discuss their child on an individual basis, face to face or via telephone.



Children with an EHCP (Education, Health & Care Plan) will have an Annual Review Meeting, where parents will be involved in discussions about reviewing progress and participate in the identification of new targets and actions as well as long term goals.

What is an EHC Plan?

From September 2015 children and young people age 0-25 years, in consultation with parents/carers, who have followed the graduated approach at school with little progress and have clear significant additional needs, will undergo an Education, Health and Care Assessment.

This will involve agencies working closely together to provide an Education, Health and Care Plan outlining the necessary support to achieve long term outcomes, and prepare these young people for better life chances. As part of the graduated response process, parents will be fully involved in how school are supporting their child at every step of the way.



Myth busters from Bolton Council:

It is not quicker if a parent makes a request for an EHC needs assessment - both parental requests and school requests are subject to the same 20-week timescales.

A parental request does not negate the need for schools/settings to provide the same level of information about a child's needs or the provision made for them. Schools and settings will be required to complete the same paperwork for both a school request and a parental/young person request.

What support will there be for my child's overall well-being?

We believe children should be treated fairly and well-being is of paramount importance. This involves providing access and opportunities for all pupils, staff, parents and visitors without discrimination of any kind.



The school monitors pupils' well-being carefully through conversations, observations during teaching and learning, use of Zones or regulation and Moodtracker. We aim to support pupils and their families in the best interests of each child. Class teachers have a responsibility to promote positive outcomes for pupils and they are obliged to act on any concerns that they may have regarding the well-being of a pupil. Concerns are shared with relevant staff members through CPOMs and if necessary escalated further to the safeguarding lead or deputy safeguarding leads.

The school supports individuals and groups of pupils in a range of ways, including the following pastoral groups, positive behaviour rewards system and targeted nurture time with school staff/external agencies.



St James' Primary School also arranges "Meet the Teacher" sessions for parents to familiarise themselves with class routines and the curriculum. There are also drop-in sessions for parents of children with SEND to provide information and advice. In addition to this, parents are invited to regular stay and learn/play sessions are arranged to help parents of children in key year group who will undertake statutory assessments to help them to support their child in various ways.

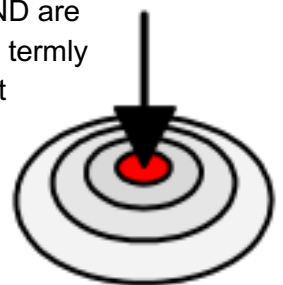
How will I be involved in discussions about, planning for, and involvement in, my child's education?

Parents of children with special educational needs or disabilities are fully involved in reviewing the progress towards agreed targets and in setting new targets. They are also kept informed of the provision for their child at school and staff are always happy to provide guidance to parents about strategies that they can implement at home to support their child.

How does the school involve children and young people in their education and in the decision-making process?

We aim to follow a child-centered approach where possible. Children with SEND are involved in discussing their learning and progress with their class teacher on a termly basis, and their involvement and views are listened to, and discussed at parent consultations, where appropriate.

The school's culture supports pupils in sharing any concerns and in discussing their wishes to support pupils in their development/ learning. All children identify a trusted adult and safe space at the start of the year and this is reviewed regularly to help us understand the child's experiences.



Information about how children with SEND are supported will be shared with appropriate staff during transition between classes, key stages and secondary school. Details of provision within school is also outlined in the 'Waves of Intervention' which can be found at the end of this document.

The EHCP process will involve children in planning the provision that best suits their needs. Children will be involved in setting and reviewing their own targets and will contribute to Annual Reviews, playing a much greater role in personalising their provision where appropriate.

How do we find out if this support is effective?

- School follow a 'Asses, Plan, Do, Review' cycle when supporting children with SEND
- Progress and attainment of all children is reviewed and monitored every term by the Senior Leadership Team. Then class teachers set new targets for all children.
- Intervention groups and support/personalised programmes for children with SEND are monitored by SENDCo and adapted by class teachers regularly. The impact on progress is measured and shared with parents/guardians.
- Teachers continually use adaptive teaching strategies to evaluate and adjust the direction of learning within lessons as appropriate.
- Teachers work collaboratively at St James School and across the MAT to develop and share good SEND practice.
- SEND provision follows a graduated approach (see Waves of Intervention Map below). Not all additional needs will require targeted support beyond Wave 2 intervention, many needs can be met within the school environment using ordinarily available provision such as adaptive strategies (examples found at the bottom of this document).



When extra support is having the desired impact on a child's attainment and progress, this support may then be gradually withdrawn, sometimes leading to the child being removed from the school SEND register as part of our flexible approach to supporting children. Parents/carers will be consulted as part of these decisions.

- If a child is still struggling, despite the early intervention of teachers and support in class, it may be necessary to seek support from other agencies. Again, this will be fully discussed with parents/carers when appropriate. The SENDCo may join the class teacher these discussions.
- Children who already attend St James School, who currently have an Education Health Care from the Local Education Authority, will continue to have an Annual Review meeting to discuss progress towards their objectives and support their needs.

Who can share advice and support with me in relation to SEND?

The following services may be able to offer support and advice for parents:

- Bolton Information Advisory Service (IAS)
- Woodbridge SEND Support (Outreach Service)
- Aspire Behaviour Support
- Educational Psychologist (EP)
- Speech and Language Therapy (SALT)
- School Nurse
- School Counsellor
- Fort Alice
- Bolton Social Communication and Interaction Panel (BSCIP)
- iThrive
- Teams Around the School (TAS)
- Bolton Lads and Girls Club (BLGC)
- Child and Adolescent Mental Health Services (CAMHs)
- Grow Your Mindset (GyM)
- Health Professionals E.g. Paediatrician, Occupational Therapist, Child Counsellor etc.
- Visual/Hearing Impairment Teachers



Other agencies are also available when referrals are made or advice sought e.g. Sensory Support service/Occupational Therapy.

How do I get support to complete SEND paperwork?

SEND paperwork can be very complicated! If you are required to complete paperwork as part of a referral made by school we are more than happy to support you, with doing so. Please make appropriate arrangements to meet with the relevant staff member at the office.

If you have been asked by another professional from a different agency to complete paperwork, please allow 14 days from the day you hand it in for it to be completed and returned to you.

How does St James' Primary School accommodate children with physical disabilities?

St James' Primary School makes all reasonable adjustments to ensure that all pupils can participate fully in education. We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- Adaptive teaching strategies and assistive technology
- Accessible written materials such as handouts, timetables and school information
- A clearly structured and inclusive curriculum
- Teaching assistants and additional support staff
- Specialist equipment and ICT resources
- Adjustments to the physical environment where needed
- Equipment recommended by specialists such as Occupational Therapists
- Support and advice from external agencies
- Regular communication with parents and carers

St James is a modern, purpose-built building and as such can accommodate children with mobility difficulties with careful thought and planning. Each of our KS2 classrooms are approximately 52m² – which is below what is recommended for that of 30 pupils as suggested in the DfE document '[Area Guidelines for Mainstream Schools](#)' which is 55m² to 62m² for 30 pupils. The building is all on one level with ramps down to the playgrounds. The school does not currently have a wet room, hoist or changing facilities other than those within the nursery which are only appropriate to children of this age. Therefore, we consider children's needs and their ability to access areas in school on an individual basis and put plans in place where appropriate.



How do I find information about Local Authority provision for children and young people with SEND?

The Local Offer is available on Bolton Council's Website which is accessible via the following link: <https://www.bolton.gov.uk/sendlocaloffer/>

How do I find more advice and support other than from school?

If you want advice from professionals outside school, your local GP is a good first point of contact. If they feel further support is needed from other agencies they will provide an information sharing document to be sent with school.



There are many agencies that can provide you with support, some of which are listed below:

| Agency | Type of Support Offered | Contact details |
|---|---|--|
| Bolton Information and Advisory Service | Bolton Information and Advisory Service (previously Parent Partnership Service) offer advice and support to parents and carers of children and young people with special educational needs. | iasoutofhours@outlook.com |
| Pupil and Student Services | Offer support and advice on school admissions. | 01204 333143 |
| 0-19 Health and Wellbeing Services | Various support in and around Bolton. | Adolescent Health & Wellbeing Tel: 01204 462444 Chat Health for parents Tel: 07507 331751 Chat Health for young people (11-19) Tel: 07507 331753 EY Communication and Language Development Tel: 01204 338349 Healthy Families Tel: 01204 463175 Public Health Nursing Tel: 01204 462325 |
| School Nurse Service | Offer in school support and advice for a child's health and well-being. | Email: Boh-tr.farnworthandkearsley0-19@nhs.net |
| Mental Health Support for Pupils and Parents/Carers | Online support for a wide range of mental health needs. | https://www.bekindtomymind.co.uk/ https://chathealth.nhs.uk/ |

How do I get a copy of the school SEND policy?

The school SEND policy is available in the [SEND](#) section of the school website. A copy is also available from the school office on request.

This can also be requested in enlarged print if required.

How should complaints regarding SEND provision be made and how will they be dealt with?

All complaints are dealt with in line with the school's Complaint Procedure which is available on the website or by contacting School on 01204 572587. Initially, parents are encouraged to raise any concerns with the class teacher to see if their concerns can be addressed. If parents are not satisfied, the complaint should then be referred to the Head teacher, as outlined in the Complaints Procedure.

Who do I contact for further information and who is the school's SEND Governor?

We hope this information is helpful, if you would like to discuss any aspect of our provision in more detail, you are very welcome to make an appointment. Miss Gemma Thomas is the school SENDCo. If you would like to discuss any area of concern please contact the school office to arrange an appointment (01204 572587).

Mr Darren Cosgrove is the school SEND Governor and can be contacted via the above number.



| Area | Cognition and Learning | Communication and Interaction | Emotional, Behavioural and Social | Sensory and/or Physical |
|---|--|---|---|--|
| <p>How are pupils with SEND identified at St James' Primary School?</p> | <ul style="list-style-type: none"> Formative teacher assessment within class Use of summative assessments Monitoring of progress made across a range of subjects Birmingham SEND Toolkit (BST) Literacy Gold Support from external agencies, such as Woodbridge SEND Service and Educational Psychologist (EP) | <ul style="list-style-type: none"> Information from parents Information from class teacher and intervention group leaders Birmingham SEND Toolkit Information from Speech & Language therapists (SALT) following referrals in or out of school Formative assessment of communication development e.g. WellComm Woodbridge SEND Service monitoring and assessment EP Assessment BSCIP (Autism Pathway) | <ul style="list-style-type: none"> Information from parents Feedback from class teacher Monitoring of progress in related areas in EYFS Observation in class, at playtimes and lunchtimes Behaviour logs including CPOMs Aspire Behaviour Support - SNAP B Profile Possible specialist involvement – Nurture Group, EP, CAMHs (ADHD) | <ul style="list-style-type: none"> Information from parents/Health Visitors/School Nurse/GP Age-related checks e.g. vision/hearing Observations in P.E. and at playtimes If appropriate assessments from specialist agencies, i.e., Occupational Therapy, Physiotherapy, Teachers for visually or auditory impaired children, Sensory Processing Pathway |
| <p>ASSESS</p> <p>How is a child / young person who has SEND assessed?</p> | <ul style="list-style-type: none"> Assessment by class teacher Pupil Progress meetings Support staff feedback Diagnostic tests linked to specific areas of concern (in-house) Assessment by external professionals Birmingham SEND Toolkit and Individual Target Plans (ITPs) Literacy Gold | <ul style="list-style-type: none"> Class teacher assessments Support staff feedback Assessments by Speech & Language Therapists referred by school Woodbridge SEND Service Health – i.e., school nursing WellComm Birmingham SEND Toolkit | <ul style="list-style-type: none"> Concerns raised by class teacher or parent if additional strategies are needed Individual Behaviour Plans (IBPs) Aspire Behaviour Support – SNAP B Profile | <ul style="list-style-type: none"> Usually via medical professionals - Additional support or advice needed to assist pupil to access full curriculum in school. |
| <p>PLAN/DO</p> <p>Type of SEND provision made throughout St James' Primary School (including above provision to identify/assess)</p> | <ul style="list-style-type: none"> Adaptive Teaching 1:1 support Small group interventions One Page Profiles | <ul style="list-style-type: none"> Adaptive teaching Speech and Language programmes WellComm Attention Autism One Page Profiles | <ul style="list-style-type: none"> Now and next cards, visual timetables Nurture CAMHs Behaviour chart and individual rewards Behaviour support 1:1 sessions One Page Profiles | <ul style="list-style-type: none"> Resources in school – wobble cushion/ear defenders/fidgets Sensory Processing Service 1:1 sessions Occupational Therapy Physiotherapy One Page Profiles |

| Area | Cognition and Learning | Communication and Interaction | Emotional, Behavioural and Social | Sensory and/or Physical |
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| <p>PLAN/DO</p> <p>How is the curriculum and / or school environment adapted for pupils?</p> <p>Wave 1 Universal Provision</p> | <ul style="list-style-type: none"> Adaptive teaching- inclusive curriculum planning with cognitive load strategies In-class targeted teacher support In-class targeted TA support Peer marking Increased visual aids/modelling Use of writing frames Dictionary and thesaurus Access to ICT Access to homework/reading clubs Access to on-line activities e.g. Seesaw, Times Table Rock Stars, Edshed, Maths Whizz, Reading Solutions – Reading Plus Individual or group reading Parent workshops English and maths working Walls KS1 Read, Write, Inc. small group work Widgit | <ul style="list-style-type: none"> Adaptive teaching- inclusive curriculum planning, activities, delivery and outcomes e.g. simplified language, key words Increased visual aids, modelling etc. Use of symbols Word banks Structured school and class routines Support for language development at home Sign- Along (EYFS) Widgit Attention Autism | <ul style="list-style-type: none"> Whole school behaviour curriculum “The St James Way” Golden rule, “Treat others in the way you wish to be treated yourself” Restorative conversations Whole school rewards and sanctions systems – RIP and PIP Class rewards and sanctions Extra-curricular clubs Circle Time/Class Assembly PSHE/RSHE focus work/revised scheme Playground “Wellbeing Areas” at lunch Ethos Leaders during break time and lunch times Shades Ambassadors Widgit Zones of Regulation Moodtracker 5 Ways to Happy Days The Good Morning Club Sensory Circuits | <ul style="list-style-type: none"> Flexible teaching arrangements Staff aware of implications of physical impairment Hiring sensory equipment Enlarged print Improved accessibility of building Resources in school – wobble cushion/ear defenders/fidget/writing slopes/pencil grips/overlays Sensory Circuits OT programmes where required |
| <p>PLAN/DO</p> <p>How is the curriculum and / or school environment adapted for pupils? (in addition to above)</p> | <ul style="list-style-type: none"> Group teacher input Group teaching assistant input Planned interventions Additional feedback sessions Peer coaching/mentoring Targeted group maths support | <ul style="list-style-type: none"> In-class group support for speech and language Speech and language sessions WellComm interventions Communication Boards | <ul style="list-style-type: none"> Group activities e.g. social skills In-class support for supporting behaviour targets Additional group support Pastoral Leaders working with groups of children | <ul style="list-style-type: none"> Additional fine motor skills practice In class support for supporting access, safety (PEEP) Allergy training/plans Medical and Healthcare plans Individual support in class during appropriate subjects e.g. |

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| <p>Wave 2 Targeted intervention in house – 1:1 and small group</p> | <ul style="list-style-type: none"> • Targeted group writing support • Additional phonics support • Speech and language sessions • Keywords sent home • Booster sessions (reading, phonics, maths and writing) • WellComm interventions • 1:1 RWI tutoring • Read, Write, Inc. small group work • One Page Profiles | | <ul style="list-style-type: none"> • Social stories delivered | <p>Science, PE, lunchtimes etc.</p> <ul style="list-style-type: none"> • Use of appropriate resources e.g. hearing aids/lamps |
| <p>PLAN/DO</p> <p>How is the curriculum and / or school environment adapted for pupils? (in addition to above)</p> <p>Wave 3 Targeted intervention and specialist support from external agencies</p> | <ul style="list-style-type: none"> • Advice from external agencies e.g. SALT, Educational Psychologist, Woodbridge SEND Service, Aspire Behaviour support, School Counsellor • Provision maps – Gather Data • Startwell support | <ul style="list-style-type: none"> • Speech and Language support • SALT programme delivered in school • EAL support • Advice from EP/specialist teacher | <ul style="list-style-type: none"> • Individual counselling • Individual mentoring or support • Social skills training • Anger management interventions • Peer mentoring • Advice from EP/specialist teacher/ Aspire • Parent behaviour groups (Triple P/Who's in Charge/Aspire Platform) • Advice from external agencies e.g. Fort Alice/iThrive • PINs Project | <ul style="list-style-type: none"> • Occupational Therapy programmes • 0-19 Service • Paediatrics • Advice from EP/specialist teacher • Rainbow Room • Specialist Sensory equipment (Gym ball, balance board, sensory bottles, sensory balls, spinney seat, sensory lights, squeeze machine) • Sensory circuit • Reduced timetable |
| <p>PLAN/DO</p> <p>How is the curriculum and / or school environment adapted for pupils?</p> <p>Wave 4 EHCP In Place. Person Centered Planning with Multi-</p> | <ul style="list-style-type: none"> • This level of intervention is very specific to the individual child and will be dependent on the area of need of the child and the targets set out in Section E of their EHCP. • Wave 1-4 will still be used with the child, relevant to their needs. • Individualised interventions and sometimes curriculum. • Children's progress will be tracked using Individual Provision Maps and Annual Review Meetings. | | | |

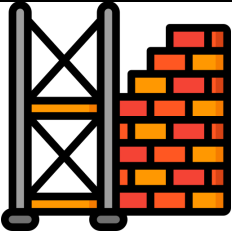

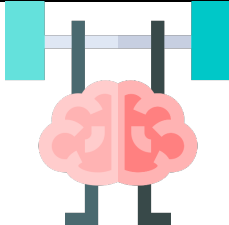


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| agency input | | | | |
| REVIEW How does St James' Primary School review the effectiveness of the provision? | <ul style="list-style-type: none"> • Progress tracked each term in core subjects • Pupil Progress meetings • Lesson observation • SENDCo monitoring • Birmingham SEND Toolkit – ITPs • Pupil Conferencing • Literacy Gold Assessments | <ul style="list-style-type: none"> • Speech and Language assessments completed • Speech and Language Therapy reports, monitoring visits if appropriate • SENDCo monitoring • Birmingham SEND Toolkit – ITPs | <ul style="list-style-type: none"> • Individualised behavior plans/Part-time timetables and positive handling plans reviewed and updated regularly • SENDCo monitoring • Moodtracker • SNAP-B Assessments | <ul style="list-style-type: none"> • Regular visits from external agencies to monitor progress. • SENDCo monitoring |
| How does St James' ensure the inclusion of pupils with SEND in activities outside of the classroom (including school trips and after school clubs)? | <ul style="list-style-type: none"> • All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being and development. | <ul style="list-style-type: none"> • All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being and development. | <ul style="list-style-type: none"> • Transition • Pre-teaching • Any additional needs or considerations included in risk assessments • Additional staffing ratios where needed • Individual behavior strategies/plans as appropriate | <ul style="list-style-type: none"> • Any additional needs or considerations included in risk assessments • Additional staffing ratios where needed |
| How are pupils with SEND supported in preparing for adulthood, independent living and the next phase of their education, training or employment? | <ul style="list-style-type: none"> • High quality maths, reading and writing Curriculum • Nurture Groups • Additional transition days to High School • Meeting with High School teachers • All children have access to an enriched curriculum with lots of opportunities to develop their social, emotional and cultural wellbeing, for example through Farnworth Matters and Careers Workshop. • Discussion with children about their aspirations for the future | | | |
| What specialist skills/expertise do school staff have? | <ul style="list-style-type: none"> • Nurture Groups | <ul style="list-style-type: none"> • Staff Trained in Attention Autism, Structured Workstations, Drawing and Talking, RWI and Sign along strategies • Speech and Language Therapist | <ul style="list-style-type: none"> • Aspire Behaviour Support Service | <ul style="list-style-type: none"> • Staff trained where appropriate to meet the needs of individual children. |

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| <p>What training are the staff teaching and supporting pupils with SEND having/recently had?</p> | <ul style="list-style-type: none"> • Structured workstations (Woodbridge) • Birmingham SEND Toolkit refresher • The engagement toolkit (Woodbridge) • Targeted support for teachers from Woodbridge SEND Service | <ul style="list-style-type: none"> • Staff trained in Sign-Along strategies • RWI Training • Teaching assistants trained by S&L therapists to deliver specific programmes • EYFS Good Autism Practice in Schools • School Good Autism Practice • Anna Freud Autism and Wellbeing | <ul style="list-style-type: none"> • Behaviour Support discussions with class teachers to support and implement strategies. • Internal training within staff meetings • Whole school Safer Schools training (Aspire) • Whole school Complex trauma training (Aspire) • PACE Approach (Aspire) | <ul style="list-style-type: none"> • Education Sensory Strategies Workshops • Teachers given advice and recommendations from Sensory Support Services to work with children |
| <p>SENDCo Appointed October 2022 and to complete NPQSENDCo May 2026</p> | | | | |
| <p>What external specialist services are accessed by St James' Primary School to meet the needs of pupils and support their families?</p> | <ul style="list-style-type: none"> • Educational Psychologist • Woodbridge SEND Service • Bolton IAS | <ul style="list-style-type: none"> • Educational Psychologist • Woodbridge SEND Service • Bolton IAS • Speech and Language therapists • Social Care • BSCIP | <ul style="list-style-type: none"> • Nurture • School Nurse • CAMHs • Family Worker • Health Visitor • Social Care • Aspire Behaviour Support • Grow Your Mindset (GyM) • Fort Alice • iThrive • BLGC • TAS • School Counsellor • Early Help Sessions in the community | <ul style="list-style-type: none"> • Occupational Therapists • Physiotherapists • Visual Impaired Services • Hearing Impaired Services School Nurse • Community Nurses |
| <p>How is equipment and facilities to support pupils secured?</p> | <ul style="list-style-type: none"> • Where possible, items are secured using the school budget and/or monies allocated for SEND based on prior attainment. • For larger items the need is identified in Annual Reviews and priorities are identified to best support each pupil. • For larger scale items, costs will be considered and spending prioritised based on addressing the needs of individual pupils. | | | |
| <p>How are pupils with SEND supported during transition?</p> | <ul style="list-style-type: none"> • Where appropriate, prior to starting at St James the team meets with staff from feeder nurseries, so that children can make the best start at school. Children in the Early Years are invited to stay and play sessions so that they are more confident on entry. Where a child presents with any additional needs, these will be discussed in more detail. A meeting may be arranged with parents prior to starting school to identify any additional provision and to discuss any specific concerns along with the SENDCo. • When children move between year groups, class teachers share information about all pupils. The new class teacher will meet their new class in transition days at the end of the summer term. Children with SEND will visit their new class several times during the summer term. • Transition meetings are held with current and new class teachers where progress data and other information is passed on and teachers are | | | |

able to access any information from previous years.

- Year 6 pupils will have additional transition days to their High School in liaison with Woodbridge SEND Service, where appropriate. Assessment documents and other necessary paperwork will be transferred with meetings with High School SENDCos and staff.
- Transition paperwork will be completed by class teachers for transition to High School.

Examples of Adaptive Teaching – Ordinarily Available Provision

| | Scaffolding | Explicit Instruction | Cognitive and Metacognitive Strategies | Flexible Groupings | Use of Technology |
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| Strategy: |  |  |  |  |  |
| English | <ul style="list-style-type: none"> • Quality First Teaching • Clear lesson sequence • Tasks focused on acquiring knowledge or skills and avoids cognitive overload • Word banks • Writing frames • Sentence starters • Vocabulary with definitions • Working wall prompts • Endpoints (Key vocabulary) • Dictionaries • Skills checklist • Verbal - identifying and reacting to misconceptions | <ul style="list-style-type: none"> • Adult Modelling • Learning broken into appropriate chunks. • WAGOLLS • Guided practice e.g. answering comprehension questions. • Adults breaking down instructions further during input. • Rosenshine's principles of instruction. • Repetition • BST • RWI • SALT | <ul style="list-style-type: none"> • Checklists • WILF as steps • WAGOLLS • Self-marking • Directed questioning • Live feedback given constantly | <ul style="list-style-type: none"> • Mixed ability groupings • Mixture of support throughout the lessons - rotation of adults support/ whole class/IGS • Peer feedback • 6 weekly assessments for RWI in EY, KS1 and KS2-earlier if required • Flexible interventions • Opportunity to work with different children in different sized groups. | <ul style="list-style-type: none"> • Visualiser/Apple TV • Seesaw - voice recording/typing/filming • LBQ - reading and grammar • Letter Join • Reading Plus • Audio books • Chromebooks • Literacy Gold • Youtube - explanation videos/performances/ reading of texts • Translator apps • Communication Boards |
| Maths | <ul style="list-style-type: none"> • Quality First Teaching • Clear lesson sequence • Tasks focused on acquiring knowledge or skills and avoids cognitive overload • Word banks • Knowledge organisers • Working wall prompts • Concrete resources • TT grids/place value grids • Sentence starters • Vocabulary with definitions | <ul style="list-style-type: none"> • White Rose Scheme – Adaptable • Adult Modelling • Learning broken into appropriate chunks. • WAGOLLS • Guided practice • Answers provided • Methods to solve calculations. • Rosenshine's principles of instruction. • Repetition • BST | <ul style="list-style-type: none"> • Checklists • WILF as steps • WAGOLLS • Self-marking • Memorising core facts and methods appropriate to age • Chunk content into smaller steps. • Directed questioning • Live feedback given constantly • Mastery in Maths - reasoning and problem solving | <ul style="list-style-type: none"> • Mixed ability groupings • Mixture of support throughout the lessons - rotation of adults support/ whole class/IGS • Peer feedback • Flexible interventions • Opportunity to work with different children in different sized groups. • Sharing of learning with peers. | <ul style="list-style-type: none"> • Visualiser/Apple TV • Seesaw • White Rose • LBQ • TT Rockstars • Literacy Gold - TT • Chromebooks • Online Games - Topmarks • Testbase • Youtube - revisit methods/songs • Timers |

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| | <ul style="list-style-type: none"> Individual scaffolds to support children e.g. tables to record results in Verbal - identifying and reacting to misconceptions | <ul style="list-style-type: none"> RWI | <ul style="list-style-type: none"> Explaining understanding to others | | |
| Science | <ul style="list-style-type: none"> Quality First Teaching Clear lesson sequence Tasks focused on acquiring knowledge or skills and avoids cognitive overload Word banks Writing frames e.g. tables to record results in Sentence starters Vocabulary with definitions Working wall prompts Knowledge organisers Verbal - identifying and reacting to misconceptions | <ul style="list-style-type: none"> Adult Modelling Learning broken into appropriate chunks. WAGOLLS Guided practice Answers provided Rosenshine's principles of instruction. Repetition | <ul style="list-style-type: none"> WAGOLLS Self-marking Learning chunked into small steps Dual-coding used, e.g. states of matter Retrieve - learning repeated throughout lessons and units Self- and peer evaluation Directed questioning Live feedback given constantly Science challenge - such as concept cartoons - used to extend thinking | <ul style="list-style-type: none"> Mixed ability groupings Mixture of support throughout the lessons - rotation of adults support/ whole class/IGS Peer feedback Flexible interventions Opportunity to work with different children in different sized groups. Sharing of learning with peers. | <ul style="list-style-type: none"> Kahoot quizzes Explorify Visualiser/Apple TV Seesaw - recording in different ways Research online - secondary sources Youtube - videos of investigations we cannot complete in school Scientific equipment - data loggers, timers/stopwatches, torches. models e.g. the solar system |
| History | <ul style="list-style-type: none"> Quality First Teaching Clear lesson sequence Tasks focused on acquiring knowledge or skills and avoids cognitive overload Word banks Writing frames Sentence starters Vocabulary with definitions Working wall prompts Knowledge organisers Different ways to record Timelines Verbal - identifying and reacting to misconceptions | <ul style="list-style-type: none"> Adult Modelling Learning broken into appropriate chunks. WAGOLLS Guided practice e.g. answering comprehension questions. Rosenshine's principles of instruction. Repetition | <ul style="list-style-type: none"> Chunk content into smaller steps Checklists WILF as steps WAGOLLS Retrieve - learning repeated throughout lessons and units Self-marking Directed questioning Live feedback given constantly | <ul style="list-style-type: none"> Mixed ability groupings Mixture of support throughout the lessons - rotation of adults support/ whole class/IGS Peer feedback Flexible pre-teach groups where appropriate Opportunity to work with different children in different sized groups. Sharing of learning with peers. | <ul style="list-style-type: none"> Visualiser/Apple TV Seesaw - recording in different ways Youtube - Videos to help children imagine life in the past Research online - secondary sources |
| Geography | <ul style="list-style-type: none"> Quality First Teaching Clear lesson sequence Tasks focused on acquiring knowledge or skills and avoids cognitive overload Word banks Writing frames Sentence starters Vocabulary with definitions Working wall prompts | <ul style="list-style-type: none"> Adult Modelling Learning broken into appropriate chunks. WAGOLLS Guided practice e.g. answering comprehension questions. Rosenshine's principles of instruction. Repetition | <ul style="list-style-type: none"> Chunk content into smaller steps Checklists WILF as steps WAGOLLS Retrieve - learning repeated throughout lessons and units Self-marking Directed questioning | <ul style="list-style-type: none"> Mixed ability grouping Mixture of support throughout the lessons - rotation of adults support/ whole class/IGS Peer feedback Flexible pre-teach groups where appropriate | <ul style="list-style-type: none"> Visualiser/Apple TV Google maps Seesaw - recording in different ways Research online - secondary sources Youtube - to help children understand different places around the world |

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| | <ul style="list-style-type: none"> ● Knowledge organiser ● Different ways to record ● Labelled diagrams ● Verbal - identifying and reacting to misconceptions | | <ul style="list-style-type: none"> ● Live feedback given constantly | <ul style="list-style-type: none"> ● Opportunity to work with different children in different sized groups. ● Sharing of learning with peers. | |
| RE | <ul style="list-style-type: none"> ● Quality First Teaching ● Clear lesson sequence ● Tasks focused on acquiring knowledge or skills and avoids cognitive overload ● Working wall prompts ● Different ways of teaching/ recording ● Sentence starters ● Vocabulary with definitions ● Artefacts ● Verbal - identifying and reacting to misconceptions | <ul style="list-style-type: none"> ● Adult Modelling ● Learning broken into appropriate chunks. ● Rosenshine's principles of instruction. ● Repetition | <ul style="list-style-type: none"> ● Directed questioning ● Live feedback given constantly ● WILF as steps ● I can/I know checklist | <ul style="list-style-type: none"> ● Mixed ability groupings ● Mixture of support throughout the lessons - rotation of adults support/ whole class/IGS ● Peer feedback ● Flexible pre-teach groups where appropriate ● Opportunity to work with different children in different sized groups. ● Sharing of learning with peers. | <ul style="list-style-type: none"> ● Visualiser/Apple TV ● Seesaw - recording in different ways |
| PE | <ul style="list-style-type: none"> ● Quality First Teaching ● Clear lesson sequence ● Tasks focused on acquiring knowledge or skills and avoids cognitive overload ● Modelling of movements, actions and skills ● Varied equipment ● Use of child demonstration as well as adult ● Adjusting use of equipment e.g. size of ball/type of bat ● Equipment used to break down steps of a skill e.g. cones as markers ● Visual aids ● Verbal - identifying and reacting to misconceptions | <ul style="list-style-type: none"> ● Adult Modelling ● Learning broken into appropriate chunks. ● Demonstration of skills ● Peer observation ● Rosenshine's principles of instruction. ● OT Intervention ● Repetition | <ul style="list-style-type: none"> ● Directed questioning ● Live feedback given constantly ● Observing and giving feedback ● Retrieve - learning repeated throughout lessons and units | <ul style="list-style-type: none"> ● Mixed ability groupings ● Mixture of support throughout the lessons - rotation of adults support/ whole class/IGS ● Peer feedback ● Opportunity to work with different children in different sized groups. ● Sharing of learning with peers. ● Leadership roles for the children | <ul style="list-style-type: none"> ● Visualiser/Apple TV ● Seesaw - recordings of skills and actions ● Use of videos to give feedback to adapt and improve ● Videos as models of skills ● Timers/Heart rate monitors - instead of children counting |
| Computing | <ul style="list-style-type: none"> ● Quality First Teaching ● Clear lesson sequence ● Tasks focused on acquiring knowledge or skills and avoids cognitive overload ● Knowledge organisers ● Sentence starters ● Vocabulary with definitions ● Visuals | <ul style="list-style-type: none"> ● Adult Modelling ● Learning broken into appropriate chunks. ● Learning broken into appropriate chunks. ● Prompt cards ● Rosenshine's principles of instruction. ● Repetition | <ul style="list-style-type: none"> ● Retrieve - learning repeated throughout lessons and units ● Extension/Challenge for GDS - What if..? How could you? ● Directed questioning ● Live feedback given constantly | <ul style="list-style-type: none"> ● Mixed ability groupings ● Mixture of support throughout the lessons - rotation of adults support/ whole class/IGS ● Peer feedback ● Flexible pre-teach groups where appropriate | <ul style="list-style-type: none"> ● Visualiser/Apple TV ● iPads and Chromebooks - some children may prefer to use a different device based on needs ● Headphones when children struggle to concentrate ● Youtube - models ● Seesaw - recording of learning |

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| | <ul style="list-style-type: none"> • Electronic writing frames/sentence starters • Work booklets e.g. scratch • Verbal - identifying and reacting to misconceptions | | | <ul style="list-style-type: none"> • Opportunity to work with different children in different sized groups. • Sharing of learning with peers. | <ul style="list-style-type: none"> • Apps/software |
| Music | <ul style="list-style-type: none"> • Quality First Teaching • Clear lesson sequence • Tasks focused on acquiring knowledge or skills and avoids cognitive overload • Visual aids - writing keys on a keyboard or displaying strings of ukulele visually on IWB • Non-verbal communication • Modelling use of instruments • Word banks • Prompt sheets • Sentence starters • Vocabulary with definitions • Verbal - identifying and reacting to misconceptions | <ul style="list-style-type: none"> • Adult Modelling • Learning broken into appropriate chunks. • My turn your turn • Turn taking • Non-verbal communication • Rosenshine's principles of instruction. • Repetition | <ul style="list-style-type: none"> • Checklist • Visual aids • Small steps that build to develop a whole. • Directed questioning • Live feedback given constantly • Retrieve - learning repeated throughout lessons and units | <ul style="list-style-type: none"> • Mixed ability groupings • Mixture of support throughout the lessons - rotation of adults support/ whole class/IGS • Peer feedback • Flexible pre-teach groups where appropriate • Opportunity to work with different children in different sized groups. • Sharing of learning with peers. | <ul style="list-style-type: none"> • Visualiser/Apple TV • Charanga • Seesaw - recording of learning • Garage Band |
| Art | <ul style="list-style-type: none"> • Quality First Teaching • Clear lesson sequence • Tasks focused on acquiring knowledge or skills and avoids cognitive overload • Knowledge organisers • Working wall prompts • Concrete resources • Guided steps with visual prompts • Sentence starters • Vocabulary with definitions • Verbal - identifying and reacting to misconceptions | <ul style="list-style-type: none"> • Adult Modelling • Learning broken into appropriate chunks. • WAGOLLS • Guided practice to build up a full composition • Rosenshine's principles of instruction. • Repetition | <ul style="list-style-type: none"> • Vocabulary prompts • Checklist of skills to use • Ways to valuation of work and then improve • Directed questioning • Live feedback given constantly • Retrieve - learning repeated throughout lessons and units • Learning about famous people related to this subject that have additional needs to show art is for all | <ul style="list-style-type: none"> • Mixed ability groupings • Mixture of support throughout the lessons - rotation of adults support/ whole class/IGS • Peer feedback • Flexible pre-teach groups where appropriate • Opportunity to work with different children in different sized groups. • Sharing of learning with peers. | <ul style="list-style-type: none"> • Visualiser/Apple TV • Research • Seesaw - recording of learning • Youtube - videos modelling skills |
| DT | <ul style="list-style-type: none"> • Quality First Teaching • Clear lesson sequence • Tasks focused on acquiring knowledge or skills and avoids cognitive overload • Knowledge organisers • Working wall prompts • Concrete resources | <ul style="list-style-type: none"> • Adult Modelling • Learning broken into appropriate chunks. • WAGOLLS • Guided practice to show each step of a project • Rosenshine's principles of instruction. • Repetition | <ul style="list-style-type: none"> • Vocabulary prompts • Checklist of skills to use • Ways to evaluate work and then improve • Directed questioning • Live feedback given constantly | <ul style="list-style-type: none"> • Mixed ability groupings • Mixture of support throughout the lessons - rotation of adults support/ whole class/IGS • Peer feedback • Flexible pre-teach groups where appropriate | <ul style="list-style-type: none"> • Visualiser/Apple TV • Tinkercad software - insight into working parts • Research • Seesaw - recording of learning • Youtube - videos modelling skills |

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| | <ul style="list-style-type: none"> • Guided steps with visual prompts • Sentence starters • Vocabulary with definitions • Verbal - identifying and reacting to misconceptions | | <ul style="list-style-type: none"> • Retrieve - learning repeated throughout lessons and units • Learning about famous people related to this subject that have additional needs to show it is for all | <ul style="list-style-type: none"> • Opportunity to work with different children in different sized groups. • Sharing of learning with peers. | |
| MFL | <ul style="list-style-type: none"> • Quality First Teaching • Clear lesson sequence • Tasks focused on acquiring knowledge or skills and avoids cognitive overload • Knowledge organisers • Word banks • Worked examples • Working walls prompts • Key vocabulary with definitions and visuals • Spanish dictionaries/ grammar books • Sentence starters • Verbal - identifying and reacting to misconceptions | <ul style="list-style-type: none"> • Adult Modelling • Learning broken into appropriate chunks. • WAGOLLS • My turn, your turn • Guided practice • Rosenshine's principles of instruction. • Repetition | <ul style="list-style-type: none"> • Learning chunked into small steps • Learning repeated throughout lessons and units • Dual coding used when teaching new vocabulary • Self- and peer evaluation • Directed questioning • Live feedback given constantly • Retrieve - learning repeated throughout lessons and units | <ul style="list-style-type: none"> • Mixed ability groupings • Mixture of support throughout the lessons - rotation of adults support/ whole class/IGS • Peer feedback • Flexible pre-teach groups where appropriate • Opportunity to work with different children in different sized groups. • Sharing of learning with peers. • Extensions/challenges available | <ul style="list-style-type: none"> • Visualiser/Apple TV • Language Angels - Karaoke videos • Online games • Seesaw - recording of learning • Translator apps |
| PSHCE (RSHE) | <ul style="list-style-type: none"> • Quality First Teaching • Clear lesson sequence • Tasks focused on acquiring knowledge or skills and avoids cognitive overload • Word banks • Sentence starters • Vocabulary with definitions • Verbal - identifying and reacting to misconceptions • Sharing Social stories | <ul style="list-style-type: none"> • Regular 1:1/small group pre-teach/post-teach session, especially with SEND children, to ensure they have understood the objectives. • Adult Modelling • Rosenshine's principles of instruction. • Learning broken into appropriate chunks. • Repetition | <ul style="list-style-type: none"> • Directed questioning – confirm understanding. • Live feedback given constantly • Retrieve - learning repeated throughout lessons and units | <ul style="list-style-type: none"> • Mixed ability groupings • Mixture of support throughout the lessons - rotation of adults support/ whole class/IGS • Peer feedback • Flexible pre-teach groups where appropriate • Opportunity to work with different children in different sized groups. • Sharing of learning with peers. | <ul style="list-style-type: none"> • Visualiser/Apple TV • Seesaw - recording of learning • Youtube - information videos |
| EYFS | <ul style="list-style-type: none"> • Quality First Teaching • Interactions • Guided steps with visuals • Writing frames • Word banks • Sentence starters • Verbal - identifying and reacting to misconceptions | <ul style="list-style-type: none"> • Adult Modelling • Visuals • Guided sessions with modelling • Learning broken into appropriate chunks. • Repetition • SALT | <ul style="list-style-type: none"> • Directed questioning • Live feedback given constantly | <ul style="list-style-type: none"> • Small groups • Mixed ability for talk • Mixture of support throughout the lessons - rotation of adults support/ whole class/independent • Sensory breaks | <ul style="list-style-type: none"> • Visualiser/Apple TV • Google maps • Google Earth • Digital microscope • Tapestry • Youtube • I pads • Translator apps • Widgeit |