



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. We want children to gain a respectful, caring attitude towards each other and the environment both locally and globally. Members of St James are encouraged to value ourselves and each other in an atmosphere of trust, good humour, acceptance and enjoyment. We aim to provide each child with skills, knowledge, resilience and enthusiasm, that will equip them to lead a successful and happy 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. 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, 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.
- 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 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.

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. 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.

The school supports individuals and groups of pupils in a range of ways, including the following pastoral groups, Positive behaviour rewards system and target groups 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, 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.

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. 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. 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.

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:

- Use of adaptive teaching strategies, including written materials e.g. handouts, textbooks, timetables and information about the school
- A differentiated curriculum with identification of essential knowledge
- A range of support staff
- Specialist or auxiliary aids and equipment including interactive ICT equipment
- A consideration of the physical environment for each individual child with SEND, which could include improvements to the physical environment and physical aids to access education
- Specific equipment sourced from Occupational Therapy or other agencies
- Close liaison with outside agencies
- Close liaison with parents

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.

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)
- Ladywood Outreach Service (SEND Support School)
- 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.

Where can 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/>

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

| Area | Cognition and Learning | Communication and Interaction | Emotional, Behavioural and Social | Sensory and/or Physical |
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| <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"> <input type="checkbox"/> Adaptive teaching- differentiated curriculum planning with cognitive load strategies <input type="checkbox"/> In-class targeted teacher support <input type="checkbox"/> In-class targeted TA support <input type="checkbox"/> Peer marking <input type="checkbox"/> Increased visual aids/modelling <input type="checkbox"/> Use of writing frames <input type="checkbox"/> Dictionary and thesaurus <input type="checkbox"/> Access to ICT <input type="checkbox"/> Access to homework/reading clubs <input type="checkbox"/> Access to on-line activities e.g. Seesaw, Times Table Rock Stars, Edshed <input type="checkbox"/> Individual or group reading <input type="checkbox"/> Parent workshops <input type="checkbox"/> English and maths working Walls <input type="checkbox"/> Now, press, play. <input type="checkbox"/> KS1 Read, Write, Inc. small group work | <ul style="list-style-type: none"> <input type="checkbox"/> Adaptive teaching- differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words Increased visual aids, modelling etc. <input type="checkbox"/> Use of symbols Word banks <input type="checkbox"/> Structured school and class routines <input type="checkbox"/> Support for language development at home <input type="checkbox"/> Sign- Along | <ul style="list-style-type: none"> <input type="checkbox"/> Whole school behaviour policy and behaviour curriculum “The St James Way” <input type="checkbox"/> Golden rule, “Treat others in the way you wish to be treated yourself” <input type="checkbox"/> Restorative conversations <input type="checkbox"/> Whole school rewards and sanctions systems <input type="checkbox"/> Class rewards and sanctions <input type="checkbox"/> Extra-curricular clubs <input type="checkbox"/> Circle Time/Class Assembly <input type="checkbox"/> PSHE/RSHE focus work/revised scheme <input type="checkbox"/> Playground “Wellbeing Area” at lunch <input type="checkbox"/> Ethos Leaders during break time and lunch times <input type="checkbox"/> Shades Ambassadors | <ul style="list-style-type: none"> <input type="checkbox"/> Flexible teaching arrangements <input type="checkbox"/> Staff aware of implications of physical impairment <input type="checkbox"/> Hiring sensory equipment <input type="checkbox"/> Enlarged print <input type="checkbox"/> Improved accessibility of building <input type="checkbox"/> Resources in school – wobble cushion/ear defenders/fidget/writing slopes/pencil grips/overlays |
| <p>How is the curriculum and / or school environment adapted for pupils?</p> <p>Wave 2 Targeted intervention in house – 1:1 and small group</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Catch-up programmes for English and Maths – National Tutoring Programme <input type="checkbox"/> Group teacher input <input type="checkbox"/> Group teaching assistant input <input type="checkbox"/> PixL reading interventions <input type="checkbox"/> PixL maths interventions <input type="checkbox"/> Additional feedback sessions <input type="checkbox"/> Peer coaching/mentoring <input type="checkbox"/> Targeted group maths support <input type="checkbox"/> Targeted group writing | <ul style="list-style-type: none"> <input type="checkbox"/> In-class group support for speech and language <input type="checkbox"/> WellComm interventions <input type="checkbox"/> Communication Boards PECS | <ul style="list-style-type: none"> <input type="checkbox"/> Group activities e.g. social skills <input type="checkbox"/> In-class support for supporting behaviour targets <input type="checkbox"/> Additional group support <input type="checkbox"/> Pastoral Leaders working with groups of children <input type="checkbox"/> Social stories delivered | <ul style="list-style-type: none"> <input type="checkbox"/> Additional fine motor skills practice In class support for supporting access, safety (PEEP) <input type="checkbox"/> Allergy training/plans <input type="checkbox"/> Medical and Healthcare plans <input type="checkbox"/> Individual support in class during appropriate subjects e.g. Science, PE, lunchtimes etc. <input type="checkbox"/> Use of appropriate resources e.g. hearing aids/lamps |

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| | <ul style="list-style-type: none"> support <input type="checkbox"/> Additional phonics support <input type="checkbox"/> Speech and language sessions <input type="checkbox"/> Keywords sent home <input type="checkbox"/> Booster sessions (reading, phonics, maths and writing) <input type="checkbox"/> WellComm interventions <input type="checkbox"/> 1:1 RWI tutoring <input type="checkbox"/> Read, Write, Inc. small group work <input type="checkbox"/> One Page Profiles | | | |
| <p>How is the curriculum and / or school environment adapted for pupils?</p> <p>Wave 3 Targeted intervention and specialist support from external agencies</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Advice from external agencies e.g. SALT, Educational Psychologist, Ladywood Outreach Service, Aspire Behaviour support, Thrive, School Counsellor <input type="checkbox"/> Provision maps – Gather Data <input type="checkbox"/> Startwell support | <ul style="list-style-type: none"> <input type="checkbox"/> Speech and Language support <input type="checkbox"/> SALT programme delivered in school <input type="checkbox"/> EAL support <input type="checkbox"/> Advice from EP/specialist teacher | <ul style="list-style-type: none"> <input type="checkbox"/> Individual counselling <input type="checkbox"/> Individual mentoring or support <input type="checkbox"/> Social skills training <input type="checkbox"/> Anger management interventions <input type="checkbox"/> Peer mentoring <input type="checkbox"/> Advice from EP/specialist teacher/ Aspire <input type="checkbox"/> Parent behaviour groups (Triple P) <input type="checkbox"/> Advice from external agencies e.g. Fort Alice/iThrive <input type="checkbox"/> Alternative Provision – The Bridge | <ul style="list-style-type: none"> <input type="checkbox"/> Occupational Therapy programmes <input type="checkbox"/> 0-19 Service <input type="checkbox"/> Paediatrics <input type="checkbox"/> Advice from EP/specialist teacher <input type="checkbox"/> Sensory Room <input type="checkbox"/> Specialist Sensory equipment (Gym ball, balance board, sensory bottles, sensory balls, spinney seat, sensory lights) <input type="checkbox"/> Sensory circuit <input type="checkbox"/> Reduced timetable |
| <p>How is the curriculum and / or school environment adapted for pupils?</p> <p>Wave 4 EHCP In Place. Person Centered Planning with Multi-agency input</p> | <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Wave 1-3 will still be used with the child, relevant to their needs. <input type="checkbox"/> Individualised interventions and sometimes curriculum. <input type="checkbox"/> Children’s progress will be tracked using Individual Provision Maps and Annual Review Meetings. | | | |

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| <p>How does St James' Primary School evaluate the effectiveness of the provision?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Progress tracked each term in core subjects <input type="checkbox"/> Pupil Progress meetings <input type="checkbox"/> Lesson observation <input type="checkbox"/> SENDCo monitoring <input type="checkbox"/> Birmingham SEND Toolkit – ITPs <input type="checkbox"/> Pupil Conferencing | <ul style="list-style-type: none"> <input type="checkbox"/> Speech and Language assessments completed <input type="checkbox"/> Speech and Language Therapy reports, monitoring visits if appropriate <input type="checkbox"/> SENDCo monitoring | <ul style="list-style-type: none"> <input type="checkbox"/> IBPs and positive handling plans reviewed and updated regularly <input type="checkbox"/> SENDCo monitoring | <ul style="list-style-type: none"> <input type="checkbox"/> Regular visits from external agencies to monitor progress. <input type="checkbox"/> SENDCo monitoring |
| <p>How does St James' ensure the inclusion of pupils with SEND in activities outside of the classroom (including school trips and after school clubs)?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> 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"> <input type="checkbox"/> 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"> <input type="checkbox"/> Transition <input type="checkbox"/> Pre-teaching <input type="checkbox"/> Any additional needs or considerations included in risk assessments <input type="checkbox"/> Additional staffing ratios where needed <input type="checkbox"/> Individual behavior strategies/plans as appropriate | <ul style="list-style-type: none"> <input type="checkbox"/> Any additional needs or considerations included in risk assessments <input type="checkbox"/> Additional staffing ratios where needed |
| <p>How are pupils with SEND supported in preparing for adulthood, independent living and the next phase of their education, training or employment?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> High quality maths Curriculum <input type="checkbox"/> Nurture Groups <input type="checkbox"/> Additional transition days to High School <input type="checkbox"/> Meeting with High School teachers <input type="checkbox"/> 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. <input type="checkbox"/> Discussion with children about their aspirations for the future | | | |
| <p>What specialist skills/expertise do school staff have?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Nurture Groups | <ul style="list-style-type: none"> <input type="checkbox"/> Staff Trained in Attention Autism, RWI and Sign along strategies <input type="checkbox"/> Speech and Language Therapist | <ul style="list-style-type: none"> <input type="checkbox"/> Staff trained in Thrive <input type="checkbox"/> Aspire Behaviour Support Service | <ul style="list-style-type: none"> <input type="checkbox"/> Staff trained where appropriate to meet the needs of individual children. |
| <p>What training are the staff teaching and supporting pupils with SEND having/recently had?</p> | <p>Additional transition days to High School</p> <p>Meeting with High School teachers</p> <ul style="list-style-type: none"> <input type="checkbox"/> All children have access to an enriched curriculum with lots of opportunities to develop their social, emotional and | <ul style="list-style-type: none"> <input type="checkbox"/> Staff trained in Sign-Along strategies <input type="checkbox"/> RWI Training <input type="checkbox"/> Teaching assistants trained by S&L therapists to deliver specific programmes <input type="checkbox"/> EYFS Good Autism | <ul style="list-style-type: none"> <input type="checkbox"/> Behaviour Support discussions with class teachers to support and implement strategies. <input type="checkbox"/> Internal training within staff meetings <input type="checkbox"/> Whole school Safer Schools training (Aspire) | <ul style="list-style-type: none"> <input type="checkbox"/> Education Sensory Strategies Workshops <input type="checkbox"/> Teachers given advice and recommendations from Sensory Support Services to work with children |

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| | cultural wellbeing, for example through Farnworth Matters and Careers Workshop. | Practice in Schools <input type="checkbox"/> Schools Good Autism Practice <input type="checkbox"/> Anna Freud Autism and Wellbeing | <input type="checkbox"/> Whole school Trauma training (Aspire) <input type="checkbox"/> Thrive | |
| SENDCo starting SEND Qualification 2024 (Appointed October 2022) | | | | |
| What external specialist services are accessed by St James' Primary School to meet the needs of pupils and support their families? | <input type="checkbox"/> Educational Psychologist Ladywood Outreach <input type="checkbox"/> Bolton IAS | <input type="checkbox"/> Educational Psychologist Ladywood Outreach <input type="checkbox"/> Bolton IAS <input type="checkbox"/> Speech and Language therapists <input type="checkbox"/> Social Care <input type="checkbox"/> BSCIP | <input type="checkbox"/> Nurture <input type="checkbox"/> School Nurse <input type="checkbox"/> CAMHs <input type="checkbox"/> Family Worker <input type="checkbox"/> Health Visitor <input type="checkbox"/> Social Care <input type="checkbox"/> Aspire Behaviour Support <input type="checkbox"/> Grow Your Mindset (GyM) <input type="checkbox"/> Fort Alice <input type="checkbox"/> iThrive <input type="checkbox"/> BLGC <input type="checkbox"/> TAS <input type="checkbox"/> School Counsellor | <input type="checkbox"/> Occupational Therapists <input type="checkbox"/> Physiotherapists <input type="checkbox"/> Visual Impaired Services <input type="checkbox"/> Hearing Impaired Services <input type="checkbox"/> School Nurse <input type="checkbox"/> Community Nurses |
| How is equipment and facilities to support pupils secured? | <input type="checkbox"/> 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. | | | |
| How are pupils with SEND supported during transition? | <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Year 6 pupils will have additional transition days to their High School in liaison with Ladywood Outreach Service, where appropriate. Assessment documents and other necessary paperwork will be transferred with meetings with High School SENDCos and staff. <input type="checkbox"/> Transition paperwork will be completed by class teachers for transition to High School. | | | |