



ST JAMES
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

Supporting Your Child at

St James CE School – Our School Offer

We believe that the key to success is happiness, a love of learning and a school where children feel supported, respected and safe. We are committed to creating a stimulating, happy learning environment where every child is precious and it is a privilege to play a part in their development - their overall well-being is of paramount importance and at the centre of what we do at St James. We expect every child to fulfil their potential and celebrate everyone's uniqueness and the gifts and talents they have. We are encouraged to value ourselves and each other in an atmosphere of trust, good humour, tolerance and enjoyment. We aim to provide each child with the skills, knowledge, resilience, enthusiasm and life skills which will equip them to lead a successful and happy life.

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.

How St James School approaches 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 differentiated 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) which are categorised into four areas according to the 'Code of Practice':

Cognition and Learning

Communication and Interaction

Social, Mental and Emotional Health

Sensory and Physical

Teaching assistants support in all our classes. 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.

Children who are struggling to make progress may be placed on the school SEN list and their extra support recorded on an IPM (Individual Provision Map) to outline the targets they are working towards and the strategies teachers are using to help the child achieve them.

How does school assess whether a child has a special educational need or that intervention is necessary?

A whole school approach is used in addressing SEND policy and practice. Teachers identify any difficulties pupils may have through precise and careful observation, assessment and monitoring. In collaboration with the school SEND Co-ordinator (Mrs Latham), teachers are responsible for the early identification of pupils with SEND, who would benefit from additional or different support. The SENDCo (Mrs Latham) has regular meetings with teaching staff to keep updated on the needs and progress of pupils with SEND. School have many assessment tools (such as for language, grammar or visual perception etc) which may be used to provide an indicator of a child's level of difficulty, and results may suggest the need for some specific intervention e.g. from an educational psychologist for further diagnosis/advise.

How does school evaluate the effectiveness of provision made for children with SEND?

- School follow a '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 and new targets are set for all children.

- Intervention groups, support/personalised programmes are monitored by SENDCo and adapted by class teachers regularly. The impact on progress is measured and shared with parents/guardians.
- Teachers continually evaluate and change the direction of learning within lessons as appropriate.
- Teachers work collaboratively at St James School, and with colleagues from other schools within our cluster, to moderate judgements made about attainment and progress.
- SEND provision follows a graduated and staged approach. 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 SEN list.
- 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 which will be fully discussed with parents at that time. The SENDCo may join the class teacher in discussing this with parents.
- Children who already attend St James School, who currently have a statement of SEN from the Local Education Authority, to support their complex needs, will continue to have an annual review meeting to discuss progress towards their objectives.

Agencies who currently support school

- Ladywood Outreach Service (SEND Support School)
- Behaviour Support Service
- Educational Psychologist
- School Nurse
- Health Professionals E.g. Speech therapist, CAMHS nurse, Paediatrician, Occupational Therapist, Child Counsellor, etc
- Visual/Hearing Impairment Teachers

What is an EHC Plan?

From September 2014 children and young people age 0-25 years, who have significant special needs, which are complex or severe, will undergo an Education, Health and Care Assessment (unless parents, carers or the young person themselves opt out of this new system). This will involve agencies working closely together to provide an Education, Health and Care Plan outlining

the necessary support and working towards long term outcomes, and better life chances for these young people. In very few cases, where a child's needs are complex or severe, school may suggest the initiation of an EHC plan assessment with the Local Education Authority. 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.

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

- In addition to Autumn and Spring term Parents' Evening, parents of children with SEND are invited to meet with staff in the Autumn and the Summer term to discuss and review progress towards targets on their 'Individual Provision Map', and talk about how they are doing in terms of their overall wellbeing.
- At St James we also hold regular parent SEND drop-ins with the SENDCo should you have anything you wish to discuss in between meetings.
- Teachers also encourage communication via the children's home-school diaries on a daily basis.
- 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. Meetings can also be arranged by the telephone or by writing in a child's home school diary.

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

If you would like to know what provision is in place for your child or you think they may have a Special Educational Needs and/or a Disability (SEND), please make your concern known by speaking to your child's class teacher initially who will raise this concern with the SENDCo in school. This concern will be discussed with you and school will carry out any necessary checks and assessments to ensure needs are met. We will share our findings with you and agree the next steps for your child.

How does St James School involve children in their education and the decision making process?

Children with SEND are, where appropriate, 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 parents meetings. Information about how children with SEND are supported will be shared with appropriate staff during transition between classes, key stages and Secondary School. This is also included in the 'Waves of Intervention Map' shown at the end of this document.

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

Agency	Type of support offered	Contact details
Parent Partnership	Parent Partnership Services (PPS) offer advice and support to parents and carers of children and young people with special educational needs.	01204 848722 www.parentpartnership.org.uk
Pupil and Student Services	Offer support and advice on school admissions.	01204 333143
School Nurse Service	Offer in school support and advice for a child's health and well-being.	01204 463573/463575

For further information about the wide range of support for children with SEND and their families, please refer to the 'Bolton Local Authority Offer', on their website www.bolton.gov.uk.

How should complaints concerning SEN provision be made and how will they be dealt with?

In the first instance, we would encourage all of our parents to bring their concerns/complaints to the attention of the class teacher and/or SENDCo. If this does not lead you to a satisfactory resolution you should talk with the

Principal, Mrs Belfield, after that please refer to St James school Complaints Policy and Procedures.

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 with our SENDCo, Mrs Jacqui Latham, by contacting the school office on 01204572587.

Further information about the school and a copy of the school SEND policy please visit the school website <http://st-james-farnworth.bolton.sch.uk/> or alternatively a copy can be requested from the school office.

Waves Of Intervention SEN Provision Map

Strategies and Interventions Across School			
Area of Need	Wave 1 (Whole Class)	Wave 2 (Small Groups)	Wave 3 (Individual support)
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • Visual aids / modelling etc • Visual timetables • Illustrated dictionaries • Use of writing frames • Access to computers • Teacher modelling • TA in class support • Read, write, inc • Mathematics 	<ul style="list-style-type: none"> • Fresh start • Reciprocal reading • Rhyme identification • Phonemic segmentation • Listening skills • Memory Skills • ELS programme • Multi-sensory spelling practice group • Language for Thinking 	<ul style="list-style-type: none"> • Ladywood Outreach • 1:1 tuition • Individual timetables • Ladywood schemes of work linked to pscals • Independent learning boards • Individual access arrangements for tests and assessments
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning (activities, delivery and outcome) • Increased use of visual aids / modelling etc • Visual timetables • Use of symbols • Structured school and class routines • Elklan approaches 	<ul style="list-style-type: none"> • Time to talk • In class support with focus on supporting speech and language • Listening skills • Language for thinking • ICT – • Increased use of visual resources • ECAT resources 	<ul style="list-style-type: none"> • Speech and Language support • Ladywood outreach • ICT – Writing with Symbols • Individual approach e.g. simplified language, allowance of additional processing time • Individual arrangements for transition between classes, key stages, secondary school. • Individual access

			arrangements for tests and assessments
Social, Mental and Emotional Health	School Christian ethos and focus of Christian values. PSHE curriculum Whole school behaviour policy Whole school / class rules Class reward systems Circle Time SEAL Focus on team work – business enterprise etc Raising money for charities.	<ul style="list-style-type: none"> • Small group Circle Time • Social Skills group • Individual reward programme • Language for thinking • Learning mentor program 	<ul style="list-style-type: none"> • Behaviour Support Service intervention • Home – school programme • Peer mentoring (as appropriate) • Individual arrangements for transition between classes, key stages, secondary school. • Individual reward systems • Individual access arrangements for tests and assessments • Councillor
Sensory and Physical	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Use of sound field system	<ul style="list-style-type: none"> • Brain gym exercises • Keyboard skills • Eye can learn (visual processing) • Dyspraxia exercises • Motor Skills practice. 	<ul style="list-style-type: none"> • Support from Sensory service • Physiotherapy programmes • Occupational Therapy programmes • Access to PC • Individual arrangements for transition between classes, key stages, secondary school.