



St James' CE Junior School Local Offer

At St James' CE Junior School each child is a valued member of the school community.

If you have any concerns about your child's progress, in the first instance please speak to the Class Teacher.

The Special Needs Co-ordinator is:

Mrs Gill Webster

Updated September 2017

Question	Answer
<p>How does the school know if children need extra help and what should I do if I think a child may have special educational needs?</p>	<ul style="list-style-type: none"> • There is close monitoring of each child's progress throughout the year by the class/subject teacher and also through whole school monitoring • If the pupil is not making the expected progress in a particular area of learning the school can quickly identify the need for additional support. This is then discussed with the parents/carers and the pupil concerned • We have an open door policy and parents can make an appointment to discuss their child with the relevant member of staff • Parents/carers are actively encouraged to come into school and discuss any concerns they may have • When a pupil transfers to St James' Junior School there is discussion with parents/carers and close liaison with pupil's previous school/s • We have a Parent's Open Evening in July when discussion with parents/carers of prospective Year 3 pupils can take place prior to entry • Transition work between staff and pupils takes place in the Summer Term between St James' Junior School and its feeder primary schools • We hold regular Parent's Evenings
<p>How will the school support my child?</p>	<ul style="list-style-type: none"> • High quality teaching, differentiated for individual pupils, is the first step to responding to pupils who have or may have SEN • When the school identifies the need for additional intervention to support a pupil's progress, parents will be informed of the planned support and are welcome to come in to school to discuss it further. The pupil will be included in these discussions as appropriate. • Our school SEN Policy shows the range of interventions and support available in our school (please see school website) • In discussion with parents an Individual Pupil Plan (IPP) will be written and will record the targets and frequency of the support. This will be shared with the STA who will usually deliver the intervention. The pupil's progress will be monitored on a weekly basis by the class teacher, STA and SENCO. Adjustments to the targets will be made to support progress. After an agreed period a review will held to which parents will be invited to evaluate the progress and discuss the next steps. • The SENCO will provide a termly report for Governors on the progress of all pupils receiving

	<p>SEN support</p> <ul style="list-style-type: none"> • The designated governor for SEN liaises closely with the SENCO
How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • All teachers are aware of the needs of individual pupils and plan the learning within the curriculum to ensure that all pupils are able to make progress • Differentiation is planned to meet the needs of small groups/individuals e.g. for a pupil who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary • When necessary pupils may be withdrawn prior to the lesson, individually or in small groups, to allow for pre-teaching of key words or ideas. This allows them to take an active part in the class lesson • Practical resources are provided to support their learning e.g. Numicon blocks in numeracy • Literacy and numeracy are taught in ability groups with provision for Gifted and Talented pupils to make appropriate progress • Specific small group teaching may take place to reinforce basic concepts e.g. phonics • Additional support for practise SATs will be provided within the class as required. Consideration for readers, prompts, additional time etc will be made in line with exam board regulations.
How will I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • Termly Parents' Evenings and an Annual Report provide regular feedback to parents/carers. This will include up-to-date academic progress and individual reading, writing and maths targets as well as any behaviour, emotional and social difficulties. Discussion will take place on how parents/ carers are best able to support their child's progress e.g. regular reading at home. Pupils are encouraged to attend the Parent's Evenings with their parents and take an active part in the discussions. • Parents of pupils receiving special educational provision may attend additional meetings to discuss the impact on progress of a specific intervention (IPP meetings). Pupils may attend all or part of these meetings • When appropriate parents/carers may be contacted mid-term to discuss the support that school are providing and how they can help their child at home-this may be a phone call or a meeting
What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • The well-being of all of our pupils is our primary concern at St James' Junior School • They are supported with their social and emotional development throughout the school day, through curriculum and extra-curricular activities.

	<ul style="list-style-type: none"> • Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis • Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom-an individual plan may be put in place for pupils with the highest need • Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and consistently implemented by all staff • We regularly monitor attendance, support pupils returning after absence and take the necessary actions to prevent prolonged unauthorised absence • St James' Junior School employ a part-time Attendance Lead and Education Welfare Officer to support attendance • Relevant staff are trained to support medical needs. Some have received specialist training to meet pupils' individual needs • All staff including teachers, STAs and midday staff are qualified first aiders • Further information can be found in our Medical Conditions Policy which can be found on the school website • Through the teaching of our qualified tutor, the whole school follow the Kidsafe programme • Pupils views are sought through the school council and other opportunities
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Please see the staff qualification list in SEN Policy on the school website • Agencies recently accessed: Education: Educational Psychologist, Specialist Advisory Teachers- Speech, Language and Communication Needs (SLCN), Hearing Impaired (HI), Autistic Spectrum Conditions (ASC), Equality Teacher (English as an additional language), Equality Officer (Traveller/Gypsy/Roma), Achievement Teacher-Looked After Children, Attendance Lead and Education Welfare Officer Health: Specialist Speech and Language Therapist- Autism, CAMHS, Occupational Therapist, Physiotherapist, Hospital Specialist Professionals eg Community Paediatrician Children's services social care, Action for Children, Love Barrow Families, Young Carers, Bluebells (bereavement counselling), community police, Parent Partnership
<p>What training are the staff receiving or have completed to support children with SEND</p>	<ul style="list-style-type: none"> • All teaching and support staff receive regular training to update and improve Wave 1 provision (Inclusive quality first teaching for all-takes into account the learning needs of all children in the classroom. This includes providing differentiated work and creating an inclusive learning environment) e.g. Big Maths. Many staff have also enhanced their skills and knowledge to

	<p>deliver Wave 2 (Additional interventions to enable children to work at age-related expectations or above) and Wave 3 (additional highly personalised interventions)</p> <ul style="list-style-type: none"> • The SENCO is a qualified and experienced teacher who has completed a post-graduate qualification in an area of special needs (Diploma in Language and Communication Impairment in Children) and who continues to receive ongoing training in relevant areas of SEN. • All teachers hold qualified teacher status. All Senior Teaching Assistants (STAs) have a minimum qualification of NVQ3 or equivalent and the Higher Level Teaching Assistants (HLTA) have completed a further qualification to achieve this level. We have 6 STAs throughout school; two of whom complete HLTA support and one who withdraws small phonic groups each afternoon • Two of our STAs hold an additional university qualification –Certificate in Professional studies in Autism. • Staff receive regular training to best support the pupils with SEND e.g. Hearing Impairment, Autism • Staff are given the opportunity to liaise with visiting outside agencies e.g. Educational Psychologist in relation to the pupils they teach • A programme of training(for staff and governors) was undertaken to ensure the successful implementation of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (Sept 2014)
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • We have a School Access Plan in place and as we are now well established in our new school, the building meets all the requirements of the Equality Act 2010. • We continue to purchase resources and aids which support the pupils' ability to access the environment and the curriculum as well as extra-curricular activities. • We offer support for parents/carers whose first language is not English e.g. involvement of Parent Partnership for transition to secondary school, provision of a translator for pupil's Annual Review

<p>How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?</p>	<ul style="list-style-type: none"> • We have very good relationships with our feeder schools and those our pupils move on to • We share information to support pupil's learning and well-being at transition and beyond • Enhanced transitions are planned for identified pupils. This may include additional visits to the new school or visits by staff to their current setting. Resources such as maps, photos etc are gathered to be included in a scrapbook to ensure familiarity. Individual passports are prepared by the pupils to inform their future settings. • All pupils transferring to us from other schools are given an information pack about the school and are encouraged to visit the school with their parents for an informal interview. They are able to make additional visits and when appropriate we provide them with photos etc. When required, staff will visit the current/previous school to observe an individual pupil, attend review meetings or gather information etc
<p>How are the school's resources allocated and matched to children's SEN?</p>	<ul style="list-style-type: none"> • Our finances are monitored and audited regularly and we make use of resources to support the strategic aims of our setting as well as individual learner needs.
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • Quality First Inclusive Practice (Wave 1) is clearly embedded in the teaching of all staff. • If additional (Wave 2 or 3) support is required this will take place after discussion between relevant staff, pupil and parents/carers as appropriate • Progress made through interventions is monitored and ongoing feedback is given to the pupil. Parents/carers are informed of the outcomes and the next steps discussed as part of review meetings, Parents' Evenings etc