

1. The kinds of special educational needs for which provision is made at the school

St James' C.E. Primary School is a mainstream Primary School where all children are taught in a caring, inclusive and stimulating environment. We are committed to meeting the special educational needs of pupils, ensuring that they make progress and reach their full potential. In line with our mission statement we "See each child as an individual and believe in the pursuit of excellence as an entitlement for all children. Through a curriculum which is broad, well balanced and relevant, our children will be encouraged to achieve their full potential in a caring atmosphere and a stimulating environment." All children receive quality first teaching which means that they are taught using a varied and multi-sensory style of teaching. Appropriate learning objectives are set for all children allowing the curriculum to match and challenge their needs.

St James' CE Primary School supports children with a range of different needs, including:

- ✓ Reading, writing or maths
- ✓ phonics
- ✓ Understanding and processing information
- ✓ Understanding others
- ✓ Making friends and/or relating to others
- ✓ Speech and Language therapy
- ✓ Working memory
- ✓ Medical/physical needs
- ✓ Dyspraxia
- ✓ English as an additional language
- ✓ Occupational therapy
- ✓ Expressing themselves
- ✓ Managing behaviour

2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

St James' CE Primary School follows the guidance of The Special Educational Needs Code of Practice. It sets out how help should be given in a step by step, graduated approach. At St James' CE Primary School we believe that early intervention is vital. The class teacher and SENCo assess and monitor the children's progress in line with existing school practices. If the class teacher or parent has concerns about a child this is discussed with the SENCo - if appropriate the child then moves onto the SEN register and an SEN Support Plan will be coproduced with parents and the child. Once a child is at this stage they will have a set of SMART targets (Specific, measurable, attainable, realistic and timely). After each term progress is reviewed and the next steps are determined.

At this stage of the graduated approach support may involve:

- ✓ Extra help from the class based teaching assistant
- ✓ Small group support out of class
- ✓ Individual support out of class
- ✓ Alternative resources such as ICT access, sloping boards or visual prompts

If the class teacher or parents continue to have concerns about a child's development, with parental consent, external agencies can become involved to help advise on the provision of intervention strategies. Children can also be assessed by outside agencies such as Educational Psychologist or SEND for example for dyslexia and dyscalculia. The child would continue to receive support in school, guided by the advice of other professionals, this will be shared with the parents and the SEN Support Plan would be informed by the advice of other professionals. Again, after each term progress is reviewed and the next steps are determined.

If the class teacher or parents continue to have concerns about a child's development, with parental consent, a request for an EHC Plan will be completed.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

At St James' CE Primary School we support children at all stages of the graduated SEND approach (Special Educational Needs and Disability). The support put into place is determined by the child's individual needs. Support ranges from the use of additional teaching and learning resources in class (e.g. ipads, sloping boards etc) to direct one to one intervention delivered by staff in school as well as external agencies. The school SENCO will oversee and monitor all levels of intervention through the use of provision mapping and tracking the assessment data for SEN children. An SEN report to Governors is produced termly and this is discussed with the SEN Governor and presented at each terms' Full Governors' meeting. The support and strategies that are put into place are closely monitored to determine the impact of them. If a particular intervention or resource is not having the desired impact it will be evaluated and altered, to meet a child's needs. The effectiveness of the school's provision for pupils with SEN is also monitored through pupil interviews and book scrutinies by the SENCO as well as regular informal walk throughs.

Any support that is being given to a child in addition to quality first teaching will always be shared and discussed with the parents. There are also opportunities to have informal meetings to discuss progress, formal parent's evenings and meetings with the SENCO.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

The provision map records the type of intervention each SEN pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The Lancashire E-Tracker is also used to track progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN. If a particular intervention or resource is not having the desired impact it will be evaluated and altered, to meet a child's needs. Any support that is being given to a child in addition to quality first teaching will always be shared and discussed with the parents. There are opportunities to have informal meetings to discuss progress as well as formal parent's evenings.

c) the school's approach to teaching pupils with special educational needs; how the school adapts the curriculum and learning environment for pupils with special educational needs; additional support for learning that is available to pupils with special educational needs;

All children receive quality first teaching which means that they are taught using a varied and multi-sensory style of teaching. Appropriate learning objectives are set for all children allowing the curriculum to match and challenge their needs. If a child requires extra support and is placed on the SEN Register, this support may involve:

- ✓ Extra help from the class based teaching assistant
- ✓ Small group support out of class
- ✓ Individual support out of class
- ✓ Alternative resources such as ICT access, sloping boards or visual prompts

St James' CE Primary School will always make reasonable adjustments to the curriculum and learning environments in order to meet a range of special educational needs

When sitting examinations children with SEN can be supported 1:1, have timed breaks, be granted additional time, sit exams in a quiet setting to aid concentration.

Following discussion with parents, external agencies can become involved to help advise on the provision of intervention strategies. Children can also be assessed by outside agencies such as Educational Psychologist or SEND for example for dyslexia and dyscalculia.

(d) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

A daily breakfast club and after school club (Jimmys) operates which is available to all pupils. There are opportunities for all pupils to take part in a variety of lunchtime and after school clubs some of which are provided by school staff and some provided by external providers which need to be paid for. Children can choose to have music lessons, paid for via LCC music service, in woodwind instruments, violins, guitars or keyboards. Some Y5 and 6 children are playground PALS and support the welfare staff during lunch breaks with the younger children. Some Y5 and 6 children are reading buddies and support children in Y1 and 2 with their reading at lunchtimes. Children with SEN are able to access all these activities as well as class and school educational visits. A risk assessment is carried out prior to any trip to ensure that everyone's health and safety is accounted for. If a child has SEN we will ensure that reasonable adjustments are made to ensure that they can access the trip safely. This may be done by ensuring that an additional adult is on the trip or it could be achieved by looking at the physical environment that they will be accessing e.g. if the visit is suitable for wheel chairs.

(e) support that is available for improving the emotional and social development of pupils with special educational needs. What support will there be for my child's overall well being?

At St James' CE Primary School we are an inclusive school and we welcome and celebrate diversity. There is pastoral, medical and social support available for all children in school. Each class teacher has an overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If additional support is required the class teacher will liaise with the Head teacher and/or the SENCO for further advice and support. This may involve working with outside agencies such as health and social services. Socially Speaking groups

are in place to give assistance to children who need additional emotional support. We have an ELSA TA and a behaviour specialist TA in school who can provide targeted support where appropriate.

General risk assessments are the responsibility of the Headteacher. Risk assessments for trips are carried out by the lead teacher. If necessary a handover is carried out by a TA or class teacher to the appropriate parent/carer at the end of the school day. Teachers and TAs supervise the children at break times. Welfare staff supervise the children at lunch break unless the child requires 1:1 support and this is provided by a TA. The LCC guidelines for pupil:adult ratios are adhered to on all school trips. Teaching Assistant support is available in every class but some classes have additional TA support if required eg to support a pupil with EHC plan.

Parents can access the school's supporting pupils with medical conditions policy on the school website or via the school office

4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator.

The SENCo is Mrs Sharp who can be contacted via the School office on 01200 423599

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Professional development is very important at St James' CE Primary School. Staff are continually keeping up to date with the new aspects of learning and Government initiatives and we pride ourselves on keeping abreast of new initiatives.

All staff have received CPD training on ASD and dyslexia provided by Lesley Carr EP and Emotion Coaching provided by Francesca Heffernan EP. All staff supporting children with SEN undertake appropriate training and information is then disseminated to either the whole staff or to relevant individuals.

We are fortunate to have many external agencies working alongside our children in school. They offer a wealth of support on a regular basis to members of staff who are working with children who have additional learning needs. Some examples include speech and language therapists, educational psychologist as well as occupational therapists and a hearing impaired specialist teacher.

Each class has the benefit of at least 1 teaching assistant

In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by SEND or NHS (Diabetes nurse and epilepsy nurse)

The SENCO has attended a range of training in SEN including Dyslexia, Working Memory, ADHD & Autism and attends the termly SEN Cluster meetings led by the SEN advisor. Information is then disseminated to either the whole staff or to relevant individuals.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ramped access to both buildings. Both schools are on a single level. Disabled toilets are available for wheelchair users in both buildings. Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom. The school has a range of

ICT programmes for pupils with SEN and we have a wheelchair accessible ICT suite. Information is available via the school website and notice board in the entrance hall – whenever necessary these can be modified to different font sizes or languages.

Specialist equipment eg writing slants, work stations, balance cushion, handiwriter are available for the children to use as appropriate

The school's accessibility plan and equalities plan can be found on our school website.

7.The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Parents and all appropriate external agencies contribute and take part in Annual Reviews for children with EHC Plans and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. SEN Support Plans are coproduced with parents and the children termly or half termly depending on the circumstance and pupil. School operates an open door policy with regards to any concerns a parent may have.

The school website contains details of all staff currently employed at the school and the School Prospectus also contains this information. In the Entrance Hall there is a photo board with the names and pictures of all members of staff. The school operates an "open door" policy –teachers are available before school so that parents can speak briefly to them at this time. Again, at the end of the school day, all teachers are available at the classroom doors if a parent should need to speak to them. If they have a concern that needs more time, then an appointment can be made to meet with the class teacher, the SENCo or the Headteacher. There are two parents' evenings each year and a written report is sent home in the Summer Term. Parents and children can complete questionnaires to record their views and opinions. Prospective parents are welcome to make appointments to visit the school at any time. The school is also in the process of setting up a Parent Forum so that the views and feelings of the parents of children with SEN can be heard.

We have delivered a variety of workshops including phonics, numeracy, independent reading, guided reading, comprehension workshops. We have also included parents in many activity days we have held for example: Christmas and summer fairs.

8.The arrangements for consulting young people with special educational needs about, and involving them in, their education.

There is a School Council, a School Eco Council, Worship Group and a School Sports Council for pupils to contribute their own views. Parents can have their say about their child at Parents' Evenings, Annual Reviews and Support Plan Reviews if they wish to do so. Elections to the Governing Body are held in the event a vacancy arises. There is a designated SEN Governor who meets with the SENCo termly to discuss SEN issues and provision in school and to report back to the Governing Body. An annual report to parents is provided by the SENCo and SEN Governor. School does work with other external agencies to meet the needs of pupils and their families eg Ribblesdale Children's Centre, School Nurse team, Early Support Core Offer providers etc. All children and parents complete Home-School agreements on entry to the school. Any child with SEN is aware of their SMART targets on their individual education plans. They are shared with both parents and children and the format is extremely child friendly. On the Pupil Passport there is a requirement for children, parents and teachers to sign, representing the importance of everybody being in agreement with the targets.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

The first point of contact if a parent wishes to discuss something about their child is the child's class teacher. If they have a concern that needs more time, then an appointment can be made to meet with the SENCo or the Headteacher. Following that, the school's formal complaints policy can be found on the school's website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

We are fortunate to have many external agencies working alongside our children in school. They offer a wealth of support on a regular basis to members of staff who are working with children who have additional learning needs. Some examples include speech and language therapists, educational psychologist as well as occupational therapists and hearing impaired and visually impaired specialist teachers.

Each class has the benefit of at least 1 teaching assistant

In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by SEND or NHS (Diabetes nurse and epilepsy nurse)

11. The contact details of support services for the parents of pupils with special educational needs,

Initially parents should contact the school office if they are considering whether their child should join the school. The first point of contact if a parent wishes to discuss something about their child would be the class teacher. The class teacher, Headteacher (Mrs Pattison) or SENCo (Mrs Sharp) can offer help with completing forms and paperwork if this is required or parents would be signposted to the Parent Partnership Office if additional support was required. The contact details of appropriate support services are made available to parents via the SENCo. Information and general advice is shared on the school weekly newsletter or on the Notice Board in the school entrance. School newsletters are emailed to parents and put on the School website.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education

Each year pupils visit their forthcoming secondary school for taster sessions and also secondary teachers from the local High Schools visit our school to help ease the transition from Y6 to Y7. SENCo and DSP meet with Y7 liaison staff to transfer relevant information. There is also information sharing between SLT and Y7 staff regarding pupils who might find the transition difficult. St James Church also provides a moving on session and school has close links with the Grand in Clitheroe which provides the My Skills programme to boost the confidence of children who may struggle with the transition. A relevant transition programme will be agreed between the SENCo and the SENCo of the appropriate Secondary school if necessary in order to ease the transition for children with SEN.

At St James' CE Primary School transition between Key Stages is celebrated and before children move into a different key stage or class they meet their new teachers and spend some time in their new class. They get to ask the teachers questions about their new class and the teachers can explain new procedures to them.

13. Information on where the local authority's local offer is published.

Lancashire County Council's Local Offer can be found at [Lancashire.gov.uk/SEND](https://www.lancashire.gov.uk/SEND). There is a link from there to St James' CE Primary School's Local Offer – this can also be found on the School Website