

St. James' CE Primary School



Learning Together: Caring Together

Special Educational Needs and Disability Policy

Policy Reviewed: September 2017

Approved by Governing Body: 12th September 2017

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ST. JAMES' CE PRIMARY SCHOOL IS A VOLUNTARY AIDED PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At St. James' CE Primary School CE Aided Primary School, children are identified as having SEND through a variety of ways (usually a combination) which may include some of the following:

- liaison with previous school or pre-school setting

- child performing below 'age expected' levels (or equivalent e.g. percentile rankings)
- concerns raised by a parent
- concerns raised by a teacher, for example, if behaviour or self-esteem is affecting performance
- liaison with external agencies e.g. a physical/ sensory issue
- use of tools for standardisation
- children with a Statement/EHCP already have many of their needs clearly identified and their placement at our school is a decision that is made by the Local Education Authority.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCO/Headteacher (Gemma Martin). Appointments can be arranged in person, by phone or by email.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a. WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.

All children are entitled to Quality First Teaching, appropriately resourced. This is 'Wave 1'.

Our SENDCO/Headteacher oversees the progress of all children, including any child identified as having SEND.

There may be a Senior Teaching Assistant (TA2) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. This will be under the direction of the class teacher and will initially be for a short, specified period of time. SMART targets will be set and reviewed regularly as part of a group MAPUP. (Monitoring Achievement and Progress of Underperforming Pupils). This is 'Wave 2' support and parents will be informed about the objectives being worked on and their impact.

Should children need further support there may be a longer, individual programme of support put in place. This again will have SMART targets which are reviewed regularly. This will form part of the Provision Map for the child and forms 'Wave 3' support. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning.

Should a child have extensive needs then an **Educational Health and Social Care Plan** may be put in place. This will only happen where staff and parents feel that more than 20 hours of personalised support is needed for the child to make expected progress or better. Assessments to inform this decision will be made over a period of time, reflecting the views of different agencies (i.e. Educational Psychologist, Speech and Language Therapist, Learning Support Teacher, Behaviour Support Team). Such a plan will possibly attract Higher Needs Funding, the use of which will be agreed between parents, schools, the Local Authority and other agencies.

3b. WHO WILL EXPLAIN THIS TO ME?

The class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving

Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.

An appointment can be made with the SENDCO/Headteacher to discuss support in more detail if required.

Where a child is working within a MAPUP, parents will be asked to support the work being done in school with appropriate tasks.

Provision Maps will be shared with you and your child (age appropriate). These detail what your child needs to learn or to be able to do in order to make progress, what the school is doing to ensure this and what you can do to help. It will also detail what support your child is receiving both in class and in smaller groups or, if needed, individual work.

4. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a. WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

We are an inclusive school that holds a child's emotional and spiritual development as a priority.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class

Children have access to experienced staff throughout their day, who are well aware of the emotional needs and challenges for all our children.

We have a dedicated Pastoral Support Teaching Assistant, who provides additional emotional and social support for children who may benefit. This role also encompasses the Thrive programme when appropriate.

Parents or carers can ask for a referral to Early Help through the Family Support Worker. More information is available through the Headteacher/SENDCO.

Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENDCO/Headteacher.

4b. HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the School Office.

Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the School Office.

On a day-to-day basis, the first aid trained administrative staff will generally oversee the administration of any medicines. Another member of staff will always witness any administration.

As a staff we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.

At least 5 staff hold First Aid qualifications, which are updated regularly.

Staff are UNABLE to dispense non-prescription medication, such as Calpol or throat lozenges and these should not be in school.

4c. WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

The school has clear behaviour and exclusion policies. If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.

The school has the highest expectations of behaviour both in and out of the classroom and all staff are committed to ensuring that the children understand the need to comply. This is always taken in the context of our Learning and Caring Values and our distinctive Christian ethos.

Parents are involved closely with the setting of expectations and rewards and sanctions.

The school has an agreed Attendance Policy, which reflects recent legislation and the LA policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Team or Children's Services if this becomes a concern.

The school are also able to support families in making contact with other agencies who can provide appropriate support. This may include our Family Support Worker or our Education Welfare Officer.

4d. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

Children who have Provision Maps or IBMPs discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings.

If your child has a Statement or EHCP, their views will be sought before any review meetings (age appropriate).

Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.

All children are provided with the opportunity to be voted onto the School Council (Class 4), as well as hold other positions of responsibility, by their class or teachers.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

Our school has an adopted Accessibility Plan but the site is extremely difficult to access, given its position on the slopes of the Malvern Hills and the site gradient.

Accessible toilet facilities are available by the main reception. If you have specific access queries or concerns please do speak with us for further information.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school.

All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated.

The class teacher, alongside the SENDCO/Headteacher will discuss a child's needs and what support will be appropriate.

Children with SEND will have access to the appropriate resources needed in order to help them to make individual progress e.g. phonic mats, coloured overlays.

The SENDCO/Headteacher reports to the Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.

The governor responsible for SEND also meets regularly with the SENDCO. They report on their visit to the governors to keep them all informed with school or LA information.

The governors agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment, training and facilities. This is reported on our website.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/age expected levels (or equivalents) and that the gap is narrowing between them and their peers.
- By reviewing children's targets in Provision Maps and on the MAPUP and ensuring that they are being met. This happens at least termly through Pupil Progress meetings between class teachers and the Headteacher.
- Through verbal feedback from the child, the parent and teacher to build a 'wider picture'.
- Through children moving off the SEND Register when they have made sufficient progress – parents will always be informed if this has taken place.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

You are welcome to make an appointment to meet with either the class teacher or SENDCO/Headteacher at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.

Every child has an orange Home Liaison Book where parents and school can communicate in 'informal' written form. These books are checked by school staff daily.

Your child may have a Provision Map or be part of a MAPUP that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation.

When the child's Provision Map is reviewed, comments are made against each target to show what progress the child has made.

If your child has complex SEND, they may have a Statement of SEN or Education, Health and Care Plan (EHCP). In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a termly basis. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details.

Pupil Progress Meetings are held at least termly between each class teacher and the Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.

Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example the Worcestershire Dyslexia Pathway and various standardised assessments, such as Single Word Reading/Spelling. Children may be referred for further assessment through either the Education Psychologist or the Learning Support Teacher (LST).

The SENDCO/Headteacher meets with our LST on a termly basis and discusses the needs of children who may need a specialist assessment. Parents are consulted prior to the assessment and information that they provide is used to create the child's Provision Map.

The SENDCO/Headteacher reports regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENDCO and attends briefing sessions. They also report back to the Governing Body (see section 6).

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety is secure. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

A variety of extra-curricular clubs are provided during lunch times and after school. The school operates before-school provision. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

Some children find the lunch time period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis. For example, 'Learning Lunch' is an opportunity for all children to work in school at their own pace, on a project of their choice during lunchtimes with the support of a skilled teaching assistant.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

We encourage all new children to visit the school prior to starting. For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other.

A transition form is sent to all pre-schools and other schools prior to children transferring to St. James' CE Primary School. The Headteacher and/or teachers will visit settings where it is felt there is a need.

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has complex needs, then a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.

Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.

At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

Our SENDCO has the national SENDCO accreditation. Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff team has as much knowledge as possible within the field of supporting children with SEND.

The environment is designed to support children with individual needs e.g. visual timetables, individual workstations as required.

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: Behaviour Support Team, Health services including: GPs, school nurse, CAMHS, clinical psychologists, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; and specialist advisory teachers.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way. The specific training held by support staff includes: TEAM TEACH, Thrive, behaviour for learning, Wave 3 interventions, Numicon, Clicker 6 and Precision Reading.

The school also operates an internal training programme for support staff, facilitated by the SENDCO/Headteacher. Whole group sessions or bespoke support based upon the needs of both children and staff, are timetabled.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

General information relating to SEND can be found on the school website, including within the SEND Policy. This can be found on the policy page of the school website.

For more specific queries you should discuss matters with your child's class teacher in the first instance.

Further information is available from the SENDCO/Headteacher (Gemma Martin) or, in exceptional circumstances, the SEND Governor (Jen Close).

The school has a Complaints Policy, which is available on the policy page of the school website.

You might also wish to view the Worcestershire County Council's Local Offer, outlining services available for children and young people who have SEND in Worcestershire. It can be accessed via our website.

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School Office (office@stjames.worcs.sch.uk) or by telephone on 01684 561207 for further information about the school and to arrange a meeting with the Headteacher.