



# St. James' CE Primary SEND Information Report

Reviewed February 2024



# Introduction

- ▶ Welcome to our SEND information report which is part of the Bedford Borough Local Offer for learners with Special Educational Needs and Disabilities (SEND).  
<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>
- ▶ The Children and Families Act 2014 requires Local Authorities (LA) and schools to publish and keep under review information on their website about the policy for pupils with SEND at the school. This SEND information report is kept under review and updated annually.



# How does the school know if my child needs extra support?

- ▶ St. James is an inclusive school. We strive to ensure all children have equal opportunities to access the curriculum and play a full part in the life of the school.
- ▶ Children with Special Educational Needs and or Disability (SEND) are identified as early as possible within our school. Initial identification is usually by way of discussions, issues or concerns brought by parents or school staff.
- ▶ Transition meetings between settings/schools/classes are encouraged between professionals who may already be involved.
- ▶ Through quality teaching (also referred to as Quality First Teaching [QFT]), teachers continually assess pupils' progress through daily observation, marking and feedback.
- ▶ Early identification is paramount, and therefore staff monitor the children's progress carefully.



# What should I do if I think my child has special educational needs?

- ? For children already in the school, speak to your child's class teacher in the first instance. The class teacher may then seek the involvement of the school's Special Educational needs and Disabilities Co-ordinator (SENDCo) for further advice and support.
- ? Speak to the SENDCo, Jess Creed. Appointments can be made via the school office by calling 01234 352721 or emailing [senco@stjamesvaschool.co.uk](mailto:senco@stjamesvaschool.co.uk)
- ? SEND Governor- Davina Bates



# The four areas of need

## Cognition & Learning Difficulties

- Specific Learning Difficulties (SPLD) e.g. Dyslexia, Dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound & Multiple Learning Difficulty (PMLD)

## Social, Emotional and/or Mental Needs

- Depression
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

## Communication & Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

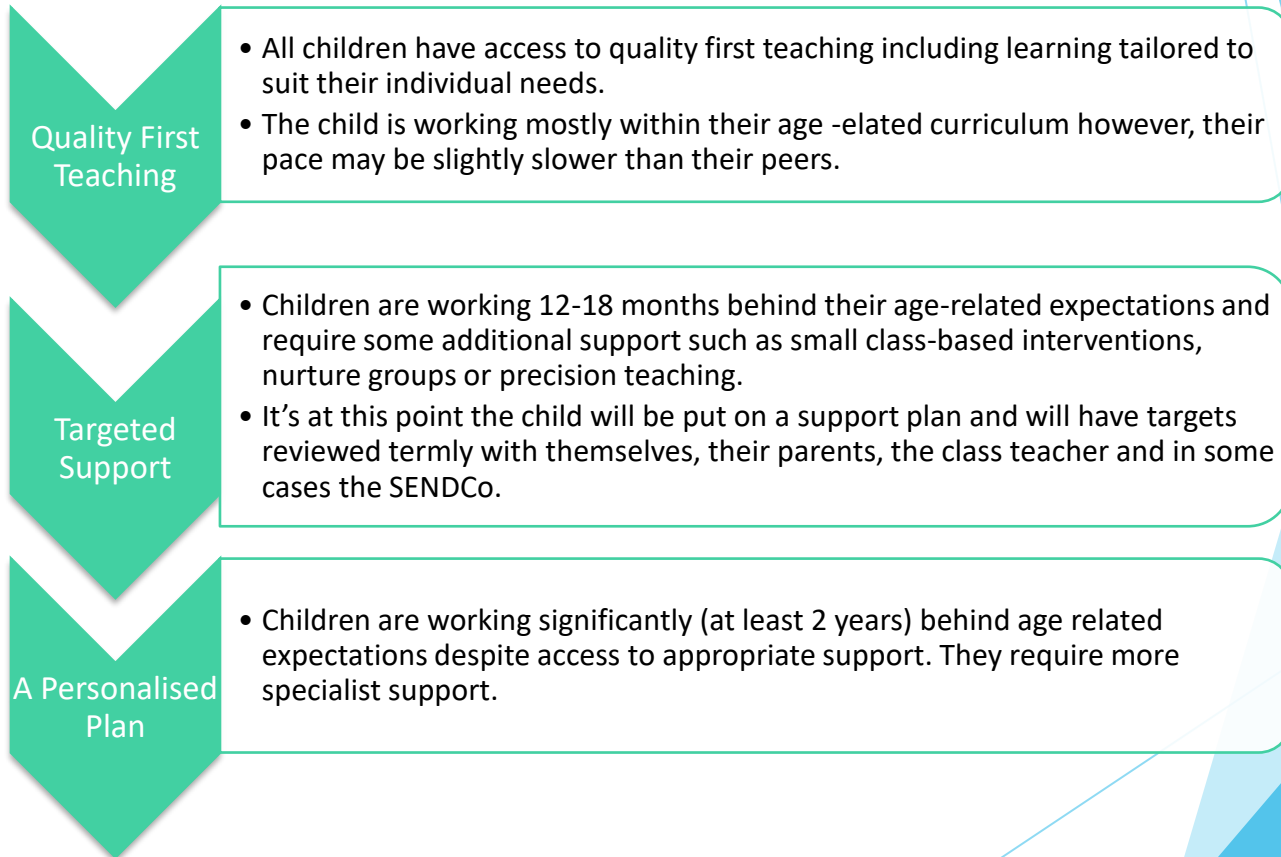
## Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability PD)



# A graduated response

St James' adopt a graduated response when supporting children with SEND:





# How will the school support my child?

St. James' adopts Quality First Teaching where lessons are well planned, differentiated and delivered. Teachers use a range of assessment techniques to ensure the needs of the learners are being met.

If school and parents agree, outside agencies such as Educational Psychologists or Advisory Teachers may be contacted.

This quality teaching is informed by regular assessment and quality feedback.

Additional class-based support such as small group evidence-based maths and literacy intervention, nurture sessions, play therapy and pre-teaching.



# How will you support my child's general wellbeing?

- ▶ The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. For example, we work closely with the Church and other local residents.
- ▶ Pupil voice is also important to St James' and children often have the opportunity to express their thoughts and feelings. This is done via pupil governor meetings, agents for change representatives, worship, pupil voice and questionnaires.
- ▶ Children on the SEND register meet with the SENDCo termly to discuss their targets and strategies to support them.
- ▶ Any reports of bullying are taken extremely seriously and deal with quickly. Any behaviour incidences are logged on the school's management system







# How will I know how my child is doing?

We encourage parents/carers to play an active role in their child's education through:

- ▶ Meeting with their child's class teacher
- ▶ Termly IEP (individual education plan) review meetings
- ▶ Meetings with school staff and other professionals when needed
- ▶ Informal meetings/phone calls with teachers/SENDCo
- ▶ Book blink sessions
- ▶ End of year reports
- ▶ Class DOJO
- ▶ Home-school contact books (when appropriate)





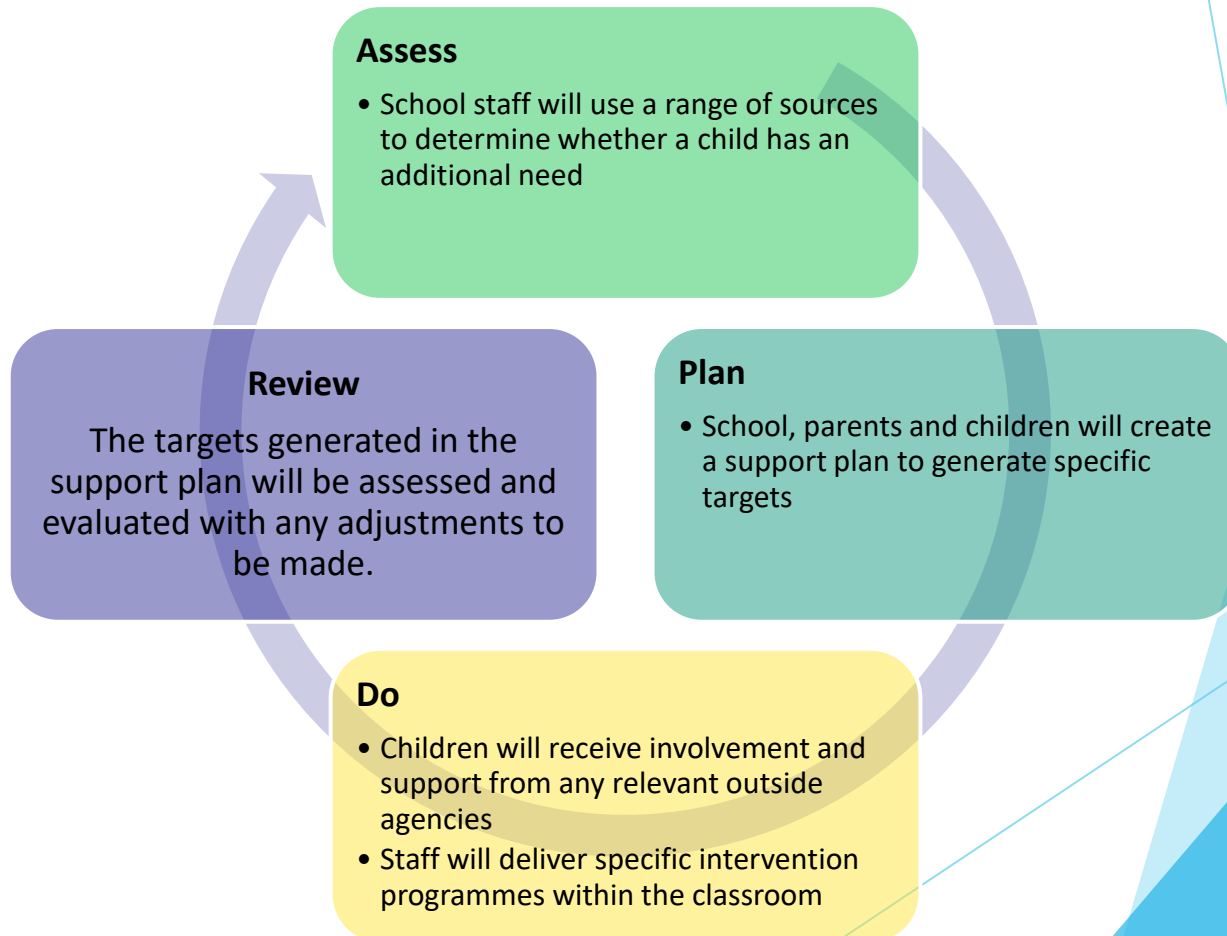
# How are children involved in reviewing their progress and planning support?

	Who's involved	How often?
Self assessment	Pupil, Class Teacher	Daily
Class Circle Time	Pupil, Class Teacher	As required
Pupil Governors	Class, Sch Pupil Governor Lead (Mrs De Luca)	Regular termly meetings
<b>Pupil Voice</b> Learning Walk Peer reviews Questionnaires	Pupils, teachers, Trust team, Governors SLT	At least termly
SEN support review meetings	Pupil, parents, class teacher & SENDCo	At least three times a year
Annual reviews of EHC plans	Pupil, parents, SENDCO, support services, Local authority	Once a year unless an interim needs to be held.



# How do I know the provision for my child is matched to their needs?

- ▶ St. James' use the 'Assess, Plan, Do, Review' cycle. This means provision is under continuous discussion and therefore can be matched appropriately to the needs of the child.





# What training have staff had?

## All staff

- ▶ Where relevant, the teachers, TAs and SENDCo work closely with external professionals to implement their advice. In addition, the SENDCo organises training in conjunction with external professionals to inform staff about the specific needs of individual pupils.
- ▶ The school SENDCo has completed the National SENDCO Award and regularly attends training which is then delivered to all staff.
- ▶ As part of the DSAMAT we have regular training for staff and our SENDCo, with an experienced specialist advisor.





# How will you help me support my child at home?

- ▶ We consider the parents role is key to developing the appropriate support for the child in school and at home. We work to ensure there is a consistent approach for the child by ensuring parents are as involved in their child's learning as they can be.
- ▶ Parents are invited to termly support plan meetings where their contribution to their child's targets are valued.
- ▶ Parent questionnaires are sent out annually to gather their views regarding SEND.
- ▶ 'Drop in' sessions are offered with the SENDCo and Educational Psychologist to discuss ways to support your child at home.
- ▶ Bedford Borough run a SEND information, advice and support service (SENDIAS) to help parents. Further information can be found at: <https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/bedford-send-information-advice-and-support-sendias/>





# How accessible is the school?

- ▶ The school has easy access with double doors, all ground level and two disabled toilets.
- ▶ The school makes every effort to provide reasonable adjustments to ensure its facilities are accessible.
- ▶ We recommend parents visit our site (always make an appointment first) to make their own assessment of suitability and contact us to discuss any specific requirements. We're willing to liaise with external professionals involved with your child to gain further advice on how we can make the learning environment more accessible.





# How does the school prepare and support my child in joining the school, moving classes or transferring to another school?

We recognise transitions can be difficult for a child with SEND and we take steps to ensure any transition is as smooth as possible.

## **If your child is joining us from another school:**

- ▶ The SENDCo will visit pre-schools with the Foundation Stage Leader when appropriate
- ▶ Your child will be able to visit our school and stay for taster sessions if appropriate

## **If your child is moving to another school:**

- ▶ We will contact the school SENDCo and ensure they know about any special arrangements or support needing to be made for your child. Where possible, a planning meeting will take place with the SENDCo
- ▶ We will make sure all records about your child are passed on as soon as possible
- ▶ The SENDCo is happy to accompany parents to visit schools wherever possible.

## **When moving classes in school:**

- ▶ Information will be passed on to the new class teacher in advance and in all cases a planning meeting will take place with the new teacher. Support plans will be shared with the new teacher



# How is extra support allocated?

- ▶ The school budget includes money for supporting children with SEND.
- ▶ The Headteacher works with the Trust & Governing body to decide on the deployment of resources for Special Educational Needs and Disabilities.
- ▶ The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.





# Parental Quotes

The school is very inclusive, and great that year groups mix which promotes relationships across year groups and feels like a community/support network.

I think that my daughter is treated as an Individual and well cared for

What St James' do well - emotional well being, fun activities, building confidence

I really feel that the children's' wellbeing and development is at the centre of everything the school does.





# Student Quotes

I like school because all the teachers support me -us!

I like having my laptop to help me learn. St James' is fun!

I love school because we learn new things every day.

We have fun lessons outside.

I love school because we have loads of amazing lessons.



# Any other questions?

If you have any other questions please do not hesitate to get in contact.

SENDCo – Jess Creed

**MEET**  
OUR SENDCO



JESS CREED





# Complaints procedure for parents of children with SEND:

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they should in the first instance communicate with his/her class teacher. There are many reasons why things may or may not have been successful during the school day and this contact with your child's teacher is often the easiest and quickest way of resolving issues.

If you feel that your concerns have not been fully addressed by the class teacher, then the next step would be to contact Miss Creed, SENDCo, to discuss the issue further. You can request a meeting to set out your concerns and to communicate how you would like the situation to be resolved. We will agree upon actions to be taken in order to move forward and get things back on track.

If, following involvement with Miss Creed you still feel the situation is unresolved it would be at this point that you would contact the Headteacher who will be able to advise on formal procedures for complaint. For full details please refer to the Schools Complaints Policy which can also be found on the website.