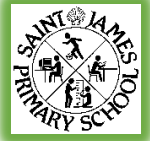




Saint James' Church of England Primary School Special Educational Needs Information Report



At Saint James CE Primary School, we are committed to ensuring that all children become independent learners and reach their full potential. We aim to identify children's individual and specific areas of need early and make provision to meet their needs.

Please click on the question links below to find out more information.

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1) Who are the best people to talk to about Special Educational Needs? Who is the schools Special Needs Coordinator and how can I contact them?

We always encourage you *to speak to your child's class teacher* about any concerns you may have about your child. However, if you have a specific concern about your child's learning, special educational or additional need then the Leader of Special Educational Needs and Disabilities (SENCO) can be available to speak to you.

The SENCO is the teacher who is responsible for supporting members of staff, parents/carers and pupils in meeting the additional needs of all children. They have been trained in co-ordinating Special Educational Needs (SEN) across the school.

The name of our SENCO is:

Mrs Pamela Nandra



Mrs Nandra is at school every day and can be contacted by arranging an appointment through the school office on 0121 523 5861.

We pride ourselves on listening to and building positive relationships with our parents/carers.

2) What kinds of Special Educational Needs does the school make provision for? What kinds of support does the school offer for children with Special Educational Needs?

Whatever need your child has we aim to support them so that they can succeed in their learning. Our main ways of doing this are through:

- *Additional adult support in the learning environment*
- *Quality First Teaching*
- *Small group targeted intervention/ Reduced class sizes*
- *Individual targeted interventions*
- *Personalised provision and/or adaptations*

The aim of all our interventions is to promote and achieve more rapid progress for the child.

Quality First Teaching

This means that:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and understands.
- Teachers use appropriate differentiation to plan activities that are accessible to all.
- Different ways of teaching are used so that your child is fully motivated to be involved in their learning.
- Using adapted resources or approaches where necessary to ensure your child can always access the learning.
- Your child's progress is constantly checked to ensure that the teaching and any additional resources meets their needs.
- Pupil Premium is used to support in the delivery of interventions, access support or purchase resources.

Small group targeted interventions.

This is where your child works within a smaller group of children, who are at a similar place in their learning, often called an intervention or booster group.

For your child this would mean:

- Working in small group sessions on specific targets or objectives to support their progress.
- These sessions are usually led by a Teacher or Teaching Assistant, under the direction of the Class Teacher, with advice from the SENCO and/ or outside agencies where appropriate.

- Progress is constantly monitored to ensure that this small group work meets the group's needs.

Targeted individual work where appropriate.

For your child this would mean:

- Working 1 to 1 on specific targets to support their progress.
- These sessions are usually led by a trained Teaching Assistant under the direction of the Class Teacher, or a Teacher with advice from the SENCO and any outside agencies involved.
- Progress is constantly monitored to ensure that 1 to 1 interventions are meeting the child's needs.

Personalised provision and/or adaptations

This may involve engaging in specific time limited programmes, adaptations to the physical working environment, purchasing specific resources and, where necessary, considering the access arrangements for test/ examinations.

There are different types of special educational need and in addition to the above approaches we may also make other arrangements.

Please see the table below for how we endeavour to meet the needs of children within different areas of need.

Types of need and what that could look like	Examples of support available in our school	How we check it is working.
Cognition and Learning <i>How your child thinks, learns and understands their world.</i>	<ul style="list-style-type: none"> • Quality first teaching (Inc. appropriate differentiation) • Interventions- at a group or individual level • Learning mentors. • Adapted tasks and resources • Class support e.g. differentiated curriculum, planning, work and delivery. • Individualised targets. • Visual aids/timetables. <p>Advice is sought from Outside agencies e.g. Pupil and School Support (PSS) or the Educational Psychologist (EP) on ways to best teach your child.</p>	<p>Target setting and evaluating.</p> <p>Setting objectives/ outcomes</p> <p>School tracking data.</p> <p>Regular reviews with parents, class teachers and pupils.</p>

<p>Communication and Interaction</p> <p><i>How your child talks to, listens, plays and learns with other adults and children.</i></p>	<ul style="list-style-type: none"> • Social interaction groups. • Buddy systems • Language support. • Visual aids/timetables. • Speech and Language therapy- through the NHS 'Balanced System' approach. • Makaton- EYFS staff & teaching assistants across school have been trained in Makaton and are currently developing its use to maximise engagement and access. <p>Advice is also sought from Outside agencies e.g. Speech and Language Therapy (SALT), Communication and Autism Team (CAT) or Pupil and School Support (PSS).</p>	<p>Pupil/ parent voice- including self-evaluation.</p> <p>Provision mapping.</p> <p>Provision or support Plans (where appropriate)</p> <p>Education Health and Care Plan (formerly known as 'Statements of Special Educational Needs'.</p>
<p>Social, emotional and mental health difficulties</p> <p><i>How your child expresses themselves and shares their feelings and thoughts with others.</i></p>	<ul style="list-style-type: none"> • Learning/behavioural/pastoral intervention. • Social stories. • Support from School Learning Mentor • Inclusion team (support in/ out of class & deliver nurture/ friendship and self-esteem groups) • Malachi Trust- school purchased counselling service • Buddying system. • Bouncing Statistics (mentoring and guidance) • CEST (Children's Emotional Support Team) therapy <p>Advice is also sought from Outside agencies e.g. Educational Psychologist (EP), Child and Mental Health Service (CAHMS) or the City of Birmingham school (Behaviour Support).</p>	
<p>Sensory and/or physical needs</p> <p><i>How your child responds to their environment using their senses and body.</i></p>	<ul style="list-style-type: none"> • Visual aids/timetables. • Symbol supports. • Adaptation to the environment. • Occupational Therapy support. • Links to other schools. • Sensory Circuits • Sensory 'room'/ area- in the 'Den' <p>Advice is also sought from Outside agencies e.g. Physical Difficulties Support Service, Communication and Autism team, Sensory Support Service (Visual Impairment team/ Hearing Impairment team)</p>	
<p>Medical Needs</p> <p><i>How the school, parents and child work in partnership to support medical needs.</i></p>	<ul style="list-style-type: none"> • School nurse- provide support as and when needed. • Medical experts (consultants, paediatricians) • Medical care plans/risk assessments. • Policies and procedures. <p><i>Please see the schools 'Supporting children with Medical Needs Policy' for further information.</i></p>	
<p>Gifted and Talented (Most able pupils)</p> <p><i>Children who are achieving at a level exceptionally higher than their peers. This may be within one or several areas of learning.</i></p>	<ul style="list-style-type: none"> • Quality first teaching • Interventions- at a group or individual level • Adapted tasks and resources • Class support e.g. differentiated curriculum, planning, work and delivery to extend your child's thinking and learning. • Individualised targets. • Sometimes the work we do with these children may involve working in partnership with local secondary schools or Grammar schools. 	

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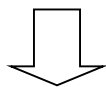
3) How does the school identify and assess a child's Special Educational Need or Disability?

Referrals for support can be made by:

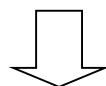
- Pupil self- referrals
- Parent referrals
- Other professionals (i.e. Medical)
- Information from the nursery setting
- KS1 or EYFS baseline data
- Analysis of pupil premium interventions showing little impact
- Analysis of pupil performance
- Teaching staff using observations and knowledge of the child

We pride ourselves on listening to and building positive relationships with our parents/carers and so throughout the process below we aim to keep parents/carers up to date on the concerns we have about their child's learning, what we are doing about it and how it is going. If a concern is raised about the progress of your child an initial discussion will take place between you and the class teacher on how to best support your child both in and outside of school. This discussion will usually take place during informal discussions, via parent questionnaires, review meetings or at parent's evenings.

Class Teachers, SENCO and Senior Managers will identify children who are not making expected progress from the schools tracking system. Usually after an assessment period. This is carried out at least three times a year- termly. The children are monitored and observed.

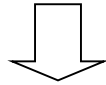


Class Teachers will raise concerns with parents/carers and the SENCO following day to day teaching, observations of the child's work and their performance in class and/or end of term assessments.



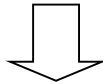
The SENCO will write to ask you for permission to place your child on the Special Educational Needs Database for close monitoring. The SENCO monitors the child's

progress, offering support to class teachers where needed to decide on the best support to provide.

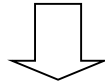


The teacher and phase leaders will begin to plan a more personalized approach to teaching your child. (*See section 2*)

The on-going needs of your child will be regularly assessed, reviewed and altered accordingly.



If, despite a more personalised approach, your child is still not making expected progress a meeting will be arranged between you, your child's teacher and the SENCO to discuss possible strategies and the involvement of any outside agencies. You will be informed if we feel additional outside agency/ specialist support is required.



Advice is requested from outside agencies to identify specific needs using specialist assessment or approaches. If your child continues to make limited progress, despite specialist approaches and support, then they may be considered for a School SEND Support Plan or an Educational Health Care Plan -EHCP.

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4) How will school monitor the progress of children with SEN?

At Saint James CE Primary school, we:

- Promote on-going discussion between the class teachers and teaching assistants to identify anyone whose progress is not as expected.
- Analyse and use class teacher's records, observations of how the child is working in class and examples of their work to support our assessment of a child's levels of achievement.
- Set and review individual targets for all our children with SEN at least three times a year.
- Review EHCP's/ provision plans/ support plans/ individualised targets as and when appropriate.
- Check that additional support the child receives is planned and monitored carefully by the class teacher and SENCO. The additional support your child is accessing is recorded and monitored on a Provision Map and via an Individual target plan relating to the Birmingham Language toolkits.

- Use data tracking to measure the pupil's progress. We hold regular pupil attainment and progress meetings between the class teachers, SENCO, phase leaders and head teacher. This involves a comprehensive program of termly tracking of all pupils. The progress and attainment of children with SEN is monitored closely by the SENCO as well as by the phase leaders.

All of the above is used to initially inform the planning of interventions for your child and then an analysis of the children's progress data, along with observations of their class work, allows us to track the impact of these interventions. If an intervention has made limited impact on your child's rate of progress, then it is altered.

Who will explain this to me?

- Class Teachers will meet with parents/carers at least on a termly basis, this could be part of Parent's evening or as a review of termly targets to discuss and review your child's needs, support and progress.
- The SENCO is available for further information and discussion. The SENCO will meet the parents/ carers of the higher needs children termly.
- Children with an Education Health Care Plan or a Support Plan will also have annual reviews in addition to termly review meetings.

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5) What extra-curricular activities can a pupil with Special Educational Needs access at Saint James Primary School?

Our school is an inclusive school and all activities are available to all pupils, including those with SEND. If and where appropriate, reasonable adjustments will be made to meet the needs of the individual child so they can participate.

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6) What training do the staff in school have to support children with Special Educational Needs?

To ensure our staff have the skills and knowledge to support children with SEN there is a programme of on-going training, both in school and off-site.

Training has included:

- Dyslexia awareness.

- Quality First Teaching – delivered by P.S.S and refreshed by SENCO annually.
- All staff have been trained at level 1 for Autism Awareness.
- An Inclusion team member has been trained in running 'Friends for life' groups.
- Two members of teaching staff have been trained in using Makaton. All EYFS staff and Teaching Support staff across school have received basic Makaton 'taster' training- it is currently being promoted in EYFS to maximise engagement and access for all and all staff across school are being encouraged to learn, teach and some basic Makaton signs through a 'Sign of the Week' approach.
- Two teaching assistants have been trained in the effective delivery of Wellcomm speech and language therapy (by Soundswell) to deliver 1:1 and small group Speech and Language interventions.
- Adult trained to deliver Language Link- a speech and language programme.
- Specific/ bespoke training is delivered to groups of teaching staff where and when needed. I.e. Downs Syndrome Awareness training, Lego therapy, attachment disorder training, direct instruction...
- The SENCO has been shown how to use 'Bucket time' based on attention autism principles to support the engagement and attention of (autistic) pupils with significant attention needs.

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7) How does the school get more specialist help?

At Saint James CE Primary School if we feel a child needs more specialist help we can work with a range of outside agencies. We **will always seek your permission** before specialist services become involved with your child; the SENCO will write to you to ask you for this permission.

Agency or Service	Who they work with
Educational Psychology Service	Children with more significant and complex learning needs. Provide school staff with advice on teaching strategies, resources, individual and whole school training
Pupil and School Support (PSS)	Provide school staff with advice on teaching strategies and resources, individual and whole school training to support pupils with difficulties in language, literacy and Maths. Individual assessments of pupils who are not making progress in language, literacy (and math) and advice on next steps.

Speech and Language Therapy Service (SaLT)	<p>Children who are referred by the GP or school who have specific speech or language needs. They provide school with advice on work that can be carried out in school as well as providing specific programs in clinic.</p> <p>From September 2023, the school has an allocated SaLT therapist through the 'Balanced System' approach. This SaLT will observe and assess pupils within school. They will then develop and share strategies for school to use when supporting the children.</p>
Communication and Autism Team	<p>Children with social and communication difficulties or a diagnosis of Autism.</p> <p>Provide individual and whole school training for staff with advice on teaching strategies, resources for pupils with Autism.</p>
Sensory Support Service	<p>Children with visual or hearing impairments. They provide school with advice regarding resources and strategies to support children with sensory impairments.</p>
Wilson Stuart Outreach	<p>Children with gross motor skill difficulties.</p> <p>Provide school with advice regarding resources and strategies to support children with physical difficulties.</p>
City of Birmingham School (Behaviour support)	<p>Children with challenging behaviours.</p> <p>Provide school staff with advice on teaching strategies, resources, individual and whole school training</p>
Health professionals	<p>Provide advice and support for staff working with individual children with health needs.</p> <p>These professional include:</p> <ul style="list-style-type: none"> School Nurse Occupational therapist Physiotherapist Child Development Centre Pediatricians
Forward thinking Birmingham or CAMHS	<p>Children with specific mental health issues e.g. anxiety/ depression.</p>

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8) How are the parents of children involved in the education of pupils with Special Educational Needs?

The school works in partnership with parents/carers to identify specific needs and to support their child. This is achieved through:

- Open door policy- to listen to parents/carers about their concerns.
- Targets are shared regularly with parents to ensure clear communication and to enable parents to support children with achieving their targets at home.
- Where appropriate, the information from outside agencies will be shared with parents (usually verbally). This may also involve meetings with specialists from outside agencies.
- Regular review meetings (this will take place termly for high needs children).
- Parents evenings.
- Annual reviews for children with Education Health Care Plans or SEN Support Plans.
- Inspire workshops, class assemblies, some specific class workshops.
- Phone calls home.
- Written summary reports (currently available upon request) detailing outside agency involvement, observations and suggestions.
- E-mailing parents (for the select few high level needs children).
- Home- school diaries (for the select few high level needs children).
- TEAMS virtual meetings between home, school and outside agencies.

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9) How are pupils with Special Educational Needs involved in their own education?

All pupils are involved and encouraged to take part in their own learning journey, for example:

- Developing and achieving targets.
- Attending parents' and carers partnership meetings with parents.
- Self-assessment and evaluation of their learning.
- All children are encouraged to speak to members of staff if they have a concern or worried about anything.
- Learning mentors.
- Pupil Voice questionnaires/ discussion.
- School Council.

Children identified with SEN or additional needs are also involved in:

- Annual Review Meetings (if and where age appropriate)
- Developing their One Page Profiles.
- Developing and reviewing child friendly 'My Targets'

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10) How is the governing body involved in supporting families of children with Special Educational Needs?

At Saint James CE Primary School, we have a designated governor with responsibility for SEND who liaises with the SENCO to ensure that the Governors are informed about provision, progress and the well-being of our children with SEND. To ensure confidentiality any feedback or reports do not name individual children.

If you have concerns about how school deals with your child regarding any SEND issues you can discuss these with the Head Teacher or the Governing body.

The name of our SEND Governor is:

Ms Rekha Duggal

If you want to discuss any issues with our SEND Governor, she can be contacted by requesting an appointment through the school office. We will pass on your request to meet with her, along with your details and a convenient time to meet will be arranged.

11) If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body (or proprietor) deal with the complaint?

Our schools complaints procedure is as follows:

If you wish to voice a concern or complaint about how school deals with your child regarding any SEN issues you have a clear course of action.

Please always bring your concern to Mrs Smith, the head teacher. You will need to first inform Mrs Sagoo or Mrs LeMorvan in the office. Mrs Smith will try to see you straight away. If this is not possible, an appointment will be made for you. A written record of your meeting will be kept in school.

If you are not satisfied with the way in which your concern has been dealt with, your next step will be to contact the Chair of Governors. This is done in writing through

the school secretary. The Chair of Governors will convene the committee, which deals with complaints.

If resolution is not agreed, there is provision for an Appeal Committee of the Governing Body to sit.

If you feel you need to take the matter further, you are able to contact the Local Authority at Margaret Street, Birmingham, B3 3BU.

If you are ever unhappy with the behaviour of another parent's child in school, please **always** bring the matter to the attention of the head teacher **before** you intervene with the child. Mrs Smith will deal with the matter on your behalf.

If you are ever concerned about the action of a member of staff, please always come to Mrs Smith in the first instance.

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12) What support services are available to help Parents/carers of children with Special Educational Needs?

Our school SENCO should be able to advise you on the support services available to you, both locally and nationally.

Our school SENCO, Mrs Nandra, is at school every day and can be contacted by arranging an appointment through the school office on 0121 523 5861.

Your GP

In some cases, it is recommended that you contact your **GP** to discuss any concerns you may have about your child's needs and to seek medical support, guidance and assessments if appropriate.

School Nurse

Our school nurse is only involved with pupils or families as and when appropriate and only with parental permission.

Should you have any concerns regarding your child and you wish to discuss these with the school nurse then this can be arranged by contacting the school and talking to Ms Buckle.

Parent Partnership Services (SENDIASS)

The Special Educational Needs and Disabilities Information Advice and Support Services are a support service we also recommend to you. They can offer

independent and unbiased advice and information about the assessment procedures and educational provision for your child.

Email Address: sendiass@birmingham.gov.uk

Telephone Number: 0121 303 5004 (8:45am to 5pm, Monday to Friday),

Alternatively, you can write to:

SENDIASS
PO Box 16270,
Birmingham
B2 2HN

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13) How will we support your child through transitions?

We recognise that changes to routine are daunting to some children and so we try to support them through key transitions in a way that enables them to get familiar with forthcoming changes.

Before your child starts at our school:

- A visit to their existing school/ nursery setting or home visit may be relevant.
- Transition days - staggered at times of the day to meet the needs of the child e.g. after school, during class time.

When they are moving to a new school:

- Additional visits to the new school for children with specific needs.
- Contacting key personnel at receiving school.
- Reviews centred on the needs of your child involving yourself, staff and relevant agencies when appropriate (Person Centred Review).
- All relevant documentation about your child shared with new setting.

When children are moving into the next class:

- Your child's new teacher will be informed of your child's likes, dislikes and what works best for them (One Page Profile).
- Where appropriate they may complete a 'Transition Booklet'.

- Whole class transition days to their new classroom and with their new teachers and teaching assistants.
- Where necessary they will also be involved in additional mini transition times to enable them to build relationships with their new class teacher or teaching assistant(s).

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14) How can parents/carers find the Birmingham Local Authority's Local Offer for SEN?

You can find the Birmingham's local offer by clicking on the link below. www.localofferbirmingham.co.uk

YouTube video link

<https://youtu.be/TcAbIK6EVQ0>

Signed video link

<https://youtu.be/eG6co9SAhK0>