



St. James' CE Primary School, Haslingden

SEND INFORMATION REPORT	
Written By	K. Jamil
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Growing in God's Love, Learning as we go.

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SEND Information Report

How does the school know if children need extra help?

At our school we try to make sure that children with special educational needs (SEN) are identified and assessed as early as possible. This is achieved through a variety of ways such as:

- Whole school assessment to carefully monitor children's progress and identify any areas of difficulty.
- Teachers may raise concerns about a child's progress or social and emotional development.
- Parents may raise concerns about their child.
- A child may already have been identified with special educational needs in preschool/nursery or a previous school.

Any concerns that school may have are raised with parents and ways to support their child are discussed.

What should I do if I think my child may have special educational needs?

If you are concerned about your child you can contact your child's class teacher and/or Mrs K. Jamil, the Special Educational Needs Co-ordinator (SENCO).

We operate an Open Door policy with regards to any concerns a parent may have and will deal with them sensitively and promptly.

How will school support my child?

Typically, a child with Special Educational Needs and/or Disabilities will have specific targets and work planned for them by the class teacher related to the child's needs. The SENCO will oversee this and organise any additional help that is necessary. Records are kept of the support and interventions provided for SEND children in the form of a SEND provision map. The progress and support given to SEND children is monitored closely in order to help them achieve their very best.

Please see school's SEND policy.

How will the school staff support my child?

In our school there are currently 10 Teaching Assistants, including a Special Needs Teaching Assistant, who is also our learning mentor and family liaison officer, working with children in and outside the classroom to support their learning and emotional wellbeing. The expertise of outside agencies is also sought as and when necessary so that we can meet the learning needs of all our children.

How will I know how my child is doing?

Parents are invited to meetings at least three times a year to discuss new targets and review the targets that were set previously. Children are also involved in this process so that school,

parents and children work in partnership. There are also two parents' evenings throughout the year and an open door session to discuss your child's end of year report with the class teacher at the end of the summer term.

Parents can discuss their child's progress and attainment at any point throughout the year with the class teacher and/or SENCO.

How is the decision made about the type and how much support my child will receive?

The nature and amount of support given to a child is based on the child's needs and the progress made. This is reviewed regularly and discussed at pupil progress meetings each term. Interventions and support is planned at least termly and recorded on class and whole school provision maps that are monitored by the Senior Leadership Team.

Teaching assistants are used to best support the needs of all the children in school. Some teaching assistants also work with the children at lunchtime to support.

How will my child be included in activities outside the school classroom including school trips?

All children whether they have special educational needs or not will be involved in the full life of the school. Our school aims to ensure that all children have full access to a broad, balanced curriculum and extra-curricular activities including trips. Risk assessments are undertaken when trips are planned and the appropriate support put in place as and when necessary.

What support will there be for my child's overall well-being?

All staff are responsible for supporting children in their care, including supporting and developing children's emotional well-being. Staff recognise that some children may need a short term intervention due to changes in family life etc. and for others the support may need to be more long term. The amount of support provided is based on the needs of the individual child, taking on a person centred approach. Our school learning mentor, who is also ELSA (Emotional Literacy Support Assistant) trained, works throughout school to support children and referrals can be made to her at any time.

What specialist services and expertise are available at or accessed by the school?

We use a variety of specialist services that are provided through the authority or private consultants. These include Educational Psychologists, the school nurse and Speech and Language Therapists. We employ an independent speech and language therapists to support the children's communication needs in school. Our special needs teaching assistant (Ms Byrne) is also our learning mentor and supports children according to their needs. Our SENCO ensures staff are trained to meet the needs of children in their care. We also have a sensory/reflective room in school, where children can go and feel secure, accessing a range of sensory resources to meet their needs.

There are also three bilingual teaching assistants to help children with communication needs if they also have English as an additional language.

What training have the staff supporting SEND had or what training are they having?

Several TA's have received speech and language support advice for particular children, working in school with a Speech and Language Therapist to deliver specific programmes to individuals and groups. All staff have recently received updated Level 1 Child protection Training. In-house training has also provided staff with the knowledge and understanding to assist and support children with ASC, social, emotional and mental health needs and dyslexic tendencies. Staff are up to date with first aid training and paediatric first aid trained in Early Years. Staff continue to share good practice and develop professionally.

How accessible is the school both indoors and outdoors?

Our school is mainly on a single level (3 steps to get to the upper juniors) and is fully wheelchair accessible with all doorways and entrances to the school being wide enough to accommodate a wheelchair. There are accessible parking spaces available by arrangement for the public and disabled persons and a disabled toilet in the juniors and the infants for wheelchair users, if the need should arise. The furniture in school is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

How are parents involved in the school? How can I get involved?

There is an annual induction meeting for parents of new Reception children. The meeting gives parents the opportunity to meet the class teacher and find out more about the school. At the beginning of each academic year there is also a parents evening to inform parents about class routines, homework, class topics and other useful information that will help them to support their child, along with feeding back how children have settled in their new classes and any areas of concern.

Throughout the year teachers plan for times when parents can come into school and work with the children on areas of the curriculum e.g. Eid celebrations. We always support MacMillan Coffee Morning in school and operate an open door policy for this event. There are also open days when parents can come into school and look around.

***Due to Covid 10 restrictions meetings are taking place using Zoom so that parents can virtually meet the SENCO, teachers and other professional.**

Who can I contact for further information?

If you need any further information you can contact the Head Teacher or the SENCO by email or ring the school directly and make an appointment.

Mrs Kathryn Jamil (SENCO)

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How will the school prepare and support my child to transfer to a new setting or next stage of education and life?

In the summer term children have a chance to move up to their forthcoming class and work with their new teacher. Teachers also have time planned in to staff meeting to liaise with each other and inform the receiving teacher of your child's needs and how best to support them.

Children in Year 5 have the opportunity to attend a "taster" day at the local High School. Each year pupils visit their forthcoming High School for taster sessions and the teachers from the local High Schools visit to help ease the transition from Year 6 to Year 7. We can also organise extra visits for SEND children and put in place a transition plan to help them prepare for their new High School.

We hold transition meeting for children with special education needs where needed, inviting parents, new teachers and any other professionals involved with the child. These meetings are a chance to ensure provision for the child as they change classes and allow questions to be raised and answered.