

SEND Information Report St James' C of E September 2024

1. Kinds of Special Education Needs that are provided for at St James' C of E Primary School

St James' is a fully inclusive mainstream primary school and as such it provides support for pupils across the 4 areas of need as laid out in the SEN code of practice 2014:

- **Communication and interaction**

For example, where children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

- **Cognition and learning-**

For example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.

- **Social, emotional and mental health difficulties**

For example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.

- **Sensory and/or physical needs**

For example, children with visual and/ or hearing impairments or a physical need that means they must have additional on-going support and equipment.

Specialist provision includes:

- Learning mentors providing nurture sessions

	• Aspiring mentors providing specialist interventions • Support from external agencies such as SALT, TESS, Educational Psychologists, Occupational Therapy and Counselling Services • Specialist classrooms (three shells, little shells, mini shells and tiny shells) to provide a nurturing, quiet environment for small group learning. Timetables are adapted to enable for shorter lessons, sensory and movement breaks and intensive interactions with adults.
2. Information about the school's policies for identification and assessment of pupils with SEN	Pupils are identified as having SEN, and their needs are assessed through: • Information passed on from Nursery/ previous schools/settings • Pupils not making the expected level of progress. This is shown through termly assessments (for example EYFS Baseline, Y1 Phonics check, termly NFER assessments Y1-Y6, pupil progress meetings). • Liaison with external agencies e.g. Occupational Therapy, SALT. • Services bought by school e.g. Educational Psychologist, TESS (targeted educational support services). • Feedback from teaching staff and observation • Interventions not showing impact • Referrals from parents • Pupil referrals
3a. Evaluating the effectiveness of the provision made for pupils with SEN	SENDCO and the Senior Leadership Team to track the impact of provision half termly through pupil progress meetings, evaluating assessment data, monitoring books, interventions, learning walks, pupil and parent voice. Progress and evaluation is reported to the governor with responsibility for SEND each term. SEND Information Report posted on the website.

3b. Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents/carers and pupils as part of this assessment and review	These arrangements include: • Data tracking for pupil progress (Birmingham toolkit/Wigan Toolkit for EYFS). • Child Centred Plan reviews • Education, Health and Care Plan (EHCP) reviews • Observations and follow up • Termly Parents/Carers meetings
3c. The school's approach to teaching pupils with SEN	Provision for SEN pupils includes: • Quality first teaching; High quality and inclusive learning provided for all the children in the class. Teacher to use a variety of learning strategies, to differentiate activities and set ambitious targets for all children. • Use of TA's to enhance high quality teaching and learning and to support children's individual targets. • Personalised provision, resources and interventions tailored to specific needs. Access to our nurture/shell classrooms. • Advice and support from external agencies
3d. How adaptations are made to the curriculum and the learning environment of pupils with SEN	The curriculum/learning environment is linked to our whole school LEARN curriculum and may be adapted by: • Bespoke provision to remove barriers to learning. • A knowledge rich curriculum responsive to the needs and interests of all children. • Pastoral support and access arrangements for tests and or examinations. • Additional adult support and groupings that target specific levels of progress. • Promoting perseverance, resilience, independence and an understanding of the diverse world God has created. • Setting high expectations and challenges for all children.

	• Equipping children with the knowledge, skills and wisdom needed for adulthood • Raising aspirations of all pupils. • Differentiated resources and teaching styles. • Inspiring our children through exciting and challenging experiences • Differentiation by activity, questioning, resources and level of support. • Embedding the development of rich and purposeful vocabulary and language.
3e. Additional support is available for children with SEN in various forms.	Additional support is matched to individual need: • Nurture sessions • Numerous intervention programmes tailored to specific needs (e.g. phonics, number sense, spelling, handwriting). • Higher level needs pupils have access to appropriately trained staff/key workers • Outside agencies e.g. Speech and Language and Occupational Therapy • Specialist classrooms (three shells, little shells, mini shells and tiny shells) to provide a nurturing, quiet environment for small group learning. Timetables are adapted to enable for shorter lessons, sensory and movement breaks and intensive interactions with adults
3f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum	Teachers ensure that all activities are accessible for children with SEND through the use of adaptations of classrooms, the use of resources and teaching assistants. • School trips- it may be appropriate for a parent/carer to be invited to accompany their child on a school trip depending on the child's individual needs • After school and lunch clubs are accessible to all children e.g.; rugby, choir, netball, times tables (teachers use quality first teaching strategies to ensure each activity is available to all).

	• Off site visits - a risk assessment may be carried out prior to visits to ensure everyone's health and safety will not be compromised- if it is considered unsafe alternative activities that will cover the same curriculum area will be provided within the school environment.
3g. Support that is available for improving the social emotional and mental health of pupils with special educational needs	Pupils are well supported by: • PSHE/SRE work • Celebration assemblies • Collective worship • An anti-bullying policy • Pastoral support-home school links • Nurture groups • Circle time • Worry monster • 'Go to' person • Pupil voice • Specialist advice from outside agencies • Further enrichment / additional trips
4. The name and contact details of the SEN Co-ordinator. The name and contact details of the SEN Governor	SENDCO: Miss G Gaskell SEND Governor: Cathy Hayes Saint James' Church of England Primary School Tyrer Avenue, Wigan WN3 5XE Telephone number – 01942 703 952 Email – stjameswigan@ldst.org.uk
5. Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured	Audit of staff expertise undertaken regularly • SENCO – Completing NASENCO award at Liverpool Hope. • Learning Support Assistants have individual training re: phonics training, de-escalation training and team teach training

	• SENCO-attends LDST network meetings and is working alongside SEND Trust Lead and other SENCO's in the LDST.
6. Information about how equipment and facilities to support children with special educational needs will be secured	The SEN budget is allocated • To ensure that individual needs are met in relation to specific interventions. For example, support from aspiring mentors. • To ensure pupils with additional needs receive the support they require to enable them to make progress e.g. additional resources. • To provide additional support for pupils who require playtime-lunchtime supervision
7. The arrangements for consulting parents of children with special education needs about, and involving such parents in, the education of their children	Consulting and involving parents of pupils with SEN; • Informal discussions • Telephone contact – email – post • Reading diaries • Termly review meetings • Parents evenings • Yearly reports • Child centred plan discussions on individual targets • Individual support plan discussions
8. The arrangements for consulting young people with special educational needs about, and involving them in their education	Consulting and involving pupils with SEN about their education; • Pupils with additional needs have targets which are shared, discussed and worked upon by those members of staff who are providing their additional support • Annual reviews-pupils are invited to attend the meeting if appropriate • Pupil voice meetings
9. Any arrangements made by the local governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.
10. How the governing body involves other bodies, including health and social service bodies, local authority support services and	In order to meet the individual needs of a pupil the school will work with and seek advice from various outside agencies such as:

voluntary organisations in meeting the needs of pupils with Special educational needs and in supporting the families of such pupils	• TESS – Targeted Educational Support Services – Link Teacher – Gillian Smith • Educational Psychologist – Emma Shorleson • Occupational Therapists • Speech and language therapy services
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32	The Educational Psychology Service: 01942 486238 The Targeted Education Support Services: 01942 201914 The SEND Team : 01942 486073 Gateway Service 01942 487080
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living	Transition meetings are arranged before the pupil start date so they can visit the school and meet teachers/peers. Consultation meetings with parents/carers in how best to meet the needs of the individual. Consultation meetings with SENDCO, teaching staff, support staff and other lead professionals as to how a pupil can be supported academically, medically and socially. Liaison between staff when receiving or transferring a pupil to a new setting, transferring relevant paperwork and ensuring needs are discussed and understood. Transition between year groups and key stages are planned and time allocated for handover to the next class teacher. Transition days are organised for child to visit new classroom and meet new class teacher.

	Additional visits to secondary schools are often requested for more vulnerable SEN pupils and arrangements are made for familiar members of staff to accompany them
13. Information on where the local authority offer is published	Link to LA website: https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx

