

## SEND Information Report

September 2023

### 1 How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Some children start school with already identified needs and following consultations with parents, the previous setting and outside agencies, appropriate support and interventions are put in place as soon as these children start school.
- In some cases, a child's special educational need may not be apparent until they are at school. When your child starts at St James, we begin the process of determining their individual strengths and challenges, using a range of methods to identify additional needs and to celebrate achievement.
- If a teacher has concerns about the progress a child is making in any aspect of their development, despite high quality teaching, they would discuss their concerns with the SENCo who may carry out further observations or assessments.
- Parents/carers are encouraged to speak directly to the class teacher if they have concerns about the progress or attainment of their child. If you need to contact the SENCo directly, please email [sen@stjames-veybridge.surrey.sch.uk](mailto:sen@stjames-veybridge.surrey.sch.uk)
- The progress of all pupils is closely monitored and tracked through termly 'pupil progress meetings' between each class teacher and the senior leadership team. Progress is measured against age related expectations so we can identify and monitor individuals who may need additional support. The school follows a graduated approach when making decisions about how to facilitate pupil progress.
- We aim to foster open dialogue with parents, keeping you fully informed and offering timely, and appropriate, support to your child as we firmly believe that when schools and families work in partnership outcomes for children are maximised.
- We believe it is important to listen to your child too and may ask them for their perspective as a learner.

### 2 How will staff support my child?

- We are an inclusive mainstream school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014) and with the Equality Act (2010).
- The class teacher, with support from the SENCo, is responsible for ensuring each child experiences high quality teaching and learning opportunities that are accessible through adaptive teaching. Our aim is to reduce barriers to learning, ensuring all children can progress from their individual starting points.
- We expect all the children at St James to experience success as a learner and to achieve their potential. We view each child as an individual and adapt the learning to suit their specific needs.

- Our Teaching and Learning Policy and Inclusion Charter outlines our expectations for Quality First Teaching (universal offer).
- If any child is identified as needing something /additional to or different from' our universal offer, we ensure provision matches this. This will be overseen by the SENCo.
- An overview of our universal and, graduated, additional provision is outlined in our Provision Map and Inclusion Charter.

### 3 How will the curriculum be matched to my child's needs?

- At St James, we provide a broad and balanced curriculum which incorporates both key knowledge, skills and learning behaviour. The breadth and variety of the curriculum supports each child's wider personal and social development too.
- Our curriculum has a clear structure for each subject and knowledge is built upon, year on year. Learning is engaging to support the retention of knowledge and skills. Similarly, we offer regular retrieval opportunities and make links from different topics to embed learning. Our aim is that all children are aware of their next steps in learning. Visit our Curriculum page on the school website for further information on the curriculum.
- Through adaptive teaching, our staff utilise a range of universal strategies to ensure high-quality learning environments for all our pupils. This is monitored by the leadership team through lesson observations and learning walks.
- We provide a range of targeted interventions to support pupils across different areas of need. This is 'additional to and different from' our universal provision. Information about our universal provision and, graduated, targeted provision is available on our website in the Provision Map.
- If your child has specific needs where adaptive teaching is insufficient then personalised learning is provided.
- Our Accessibility Plan outlines how adaptations are made, not only to the built environment, but also to the curriculum.
- Our extra-curricular offer is fully inclusive, both within and outside of the school day.

### 4 How will both you and I know how my child is doing and how will you help me to support my child's learning?

- We encourage ongoing discussion between teachers and parents and we have an open door policy.
- Information will be provided via Parentmail by each year group team to highlight the learning to be delivered in the half term ahead.
- Teachers regularly assess and share progress with the learners and discuss ways that they could improve their learning.
- During our assess, plan, do and review cycle we look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. If your child is on the SEND register, you will have a support plan for your child with individual targets. These will be reviewed, updated and shared with you on a termly basis. Co-production with families is encouraged.

- The school has a regular reporting cycle and parents are informed of progress through consultation meetings (Autumn and Spring) and through an end of year report (Summer).
- A Home/School Agreement is signed by pupils and parents.
- If your child has an Education, Health Care Plan (EHCP), then you may be invited to further meetings involving multi-agencies. An annual review will be held where progress against your child's long term outcomes will be reviewed and short-term targets are agreed. A key stage transfer annual review is held in Reception, Year 2 and Year 5.
- A program of workshops and parent information sessions are offered. These are delivered by both school staff and external professionals.
- The school website has additional information about Curriculum and Homework.

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

- The well-being of every child is a key priority. We believe that every child deserves to enjoy being at school and that learning happens best when children are happy. We believe creating a safe and nurturing environment is paramount and all our staff receive regular training to provide a high standard of pastoral support.
- Relevant staff are trained to support medical needs and all of our support staff are trained first aiders. All staff regularly receive additional training on using epipens and supporting children with asthma. Additionally, some members of staff have been trained to support children with specific medical needs such as diabetes and cystic fibrosis. We have a policy for the administration and the management of medicine on school site, and, if necessary an Individual Health care Plan (IHCP) is written in collaboration with parents.
- The attendance of every child is monitored. Lateness and absence are recorded and actions taken to prevent prolonged unauthorised absence.
- Good attendance (95%+) is essential for children to thrive and make good progress. We work closely with families to overcome barriers to good attendance.
- We have a clear and focussed behaviour policy which includes expectations, rewards and consequences. Each class creates their own charter.
- Pupil voice is central to our ethos and encouraged in a variety of ways, including our school council with elected representatives from each class (Y2-Y6).
- Within our life skills curriculum, children are taught about healthy relationships, how to be safe (including online) and how to be healthy thus developing their social and emotional selves.
- Assemblies and circle time within class are used to help children identify and manage their emotions.
- We have a zero tolerance approach to bullying – see policy

- We have Emotional literacy Support Assistants (ELSA) and are able to offer support to children. Support is available to children who have experienced difficulties that are affecting their emotional well-being and ability to learn.
- The SENCo can seek a consultation with the mental health nurse assigned to Elmbridge schools for further advice.
- Our values and motto are reinforced across the school day to develop a growth mind-set.
- A whole school Mental Health policy is in place.
- We offer a wide range of extra-curricular activities which provide the opportunity for children to develop additional interests outside of the curriculum.
- Children in UKS2 have the opportunity to become house and sports captains, prefects, playground buddies and well-being ambassadors.

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

- We invite professionals from outside of the school to discuss pupils who have been identified as needing support above and beyond that of which the school can offer. Where external support is necessary, parents, and where appropriate young people, are consulted and consent obtained. Where possible we endeavour to provide parents with the opportunity to meet outside agencies. We have well-established relationships with other professionals in education, health and social care. The following have been consulted in the past year:
  - Education Psychology Service
  - Speech and Language Therapy
  - Occupational Therapy
  - Specialist Teacher of Inclusive Practice
  - Physiotherapy
  - Outreach services from specialist schools e.g. Freemantles.
  - Physical and Sensory Support Service
  - School Nurse
  - Community Paediatrician
  - Children's Services
  - Well-being practitioners – Mindworks and Eikon
  - Mental Health team Nurse
  - Race Equality and Minority Achievement (REMA)

#### 7 What training have the staff supporting children with SEND had, or are having?

- All of our teachers hold qualified teacher status, and receive regular training.
- Our SENCo has completed the mandatory National SENCo award and is a qualified teacher.
- We recognise that teaching and non-teaching staff need regular in-school training in SEN in order to ensure good practice.
- We invest time and money in training our staff to deliver Quality First Inclusive Teaching.
- We hold regular INSET training on issues related to the curriculum, particular areas of need or diagnosis and a range of universal and targeted support strategies.
- Our teaching assistants receive regular training. Topics in the past academic year include precision teaching, restorative practice, positive behaviour support and executive functioning.
- On occasions, visiting professionals work alongside teachers and teaching assistants to train them to deliver learning and therapy programmes.

#### 8 How will my child be included in activities outside the classroom, including trips?

- All aspects of the curriculum, including educational visits are fully inclusive. Safety and access are our priorities and consideration is made to ensure needs are met. Pre-visits are conducted and, where applicable, parents are consulted and involved in compiling the risk assessment.
- Comprehensive risk assessments are carried out and these are approved by both our educational visits co-ordinator and the head teacher.
- All trips have a high ratio of adults to children. The staffing ratio may be increased to ensure all children are well supported.
- If necessary, additional preparation is put in place, for example, use of social stories.
- Where required, advice is sought from Head of Strategic Risk Management in Surrey to enable learner with SEND to access Outdoor and Adventurous activities.
- Teacher-led clubs are inclusive to all children. Parents are encouraged to speak to external providers running additional extra-curricular opportunities if there are any strategies which would help support their child taking part.

#### 9 How accessible is the school environment?

- St James' takes every reasonable step to ensure that the school is accessible for pupils and parents with special needs.
- We value and respect diversity in our setting and do our best to meet the needs of all our learners. We are vigilant in making reasonable adjustments, where possible.
- We have an Accessibility Plan as required under the Disability Discrimination Act (1995) and the Equality Act (2010) which shows how adaptations are made not only to the built environment but to the curriculum which enables the school to meet the needs of pupils irrespective of attainment or impairment.

- Blinds have been fitted in all classrooms and doors to minimise noise and visual distraction during teaching time.
- We liaise with the Physical and Sensory Support Service as appropriate for children with physical and sensory needs and follow their advice to make any necessary adaptations to the environment.
- Adaptations include, but are not limited to, hand rails and accessible toilets.
- Teachers take careful consideration of the planning of learning environments to ensure it reduces cognitive overload and supports independent learning e.g. minimising visual distraction around key teaching areas and display 'Grow the Code' phonic support materials.

#### 10 How will the school prepare and support my child to join the school or transfer to a new school?

- Our Transition Programme outlines our universal and pupil specific transition plans for pupils joining the school and for year group transitions.
- Pupil specific provision may include social stories, pre-visits and photo-books.
- In order to support pupils and families whose first language is not English, we may use Reading to English, translations software or REMA support.
- We hold introductory meetings for Reception starter families to enable them to meet the team, including their child's Reception Class Teacher and members of the Senior Leadership Team.
- For children starting in Reception we host 'stay and play' and story sessions ahead of the September start to enable them to become more familiar with the adults and their new environment.
- We have strong relationships with our feeder settings. The EYFS leader visits all the children in the Summer term and liaises with the setting manager or key worker. The SENCo will accompany them if SEN concerns are raised by the family and/or setting. All relevant information is shared between the settings.
- Reasonable adjustments can be made for those children joining the school in Reception who might find the transition more challenging, for example an earlier start time.
- Children are prepared for Secondary School induction visits as we value these events as key milestones in a child's preparation for the transition to Year 7. All Year 6 children take part in the Smart Moves transition programme.
- For children in Year 6, additional support is given where needed. We work with Secondary Schools and other agencies to deliver extended transition programmes for identified pupils. These may include 'Hurry to Heathside' and Eikon's Heads Up course.
- The SENCo will liaise with their counterpart and student services co-ordinator at each Secondary setting to ensure key information is shared in relation to Special Educational needs or well-being.
- For children with an EHCP, the Secondary SENCo is invited to attend their Annual Review.

- Existing pupils spend time with their new class teacher and visit their classroom prior to the end of the Summer Term.

#### 11 How are the school's resources allocated and matched to children's special educational need?

- We ensure that the needs of children, no matter what their ability, are met to the best of the school's ability, given funds available.
- The school's budget for SEN is used to meet the needs of all children through staffing (teachers and teaching assistants), ongoing training, specialist input (where this is not provided by the local authority) and resources. This is planned and reviewed regularly to ensure that, as far as possible, children's needs are met through the budget available.
- In addition to the class teacher, classes are supported by a Teaching Assistant during the morning timetable. Their role is to scaffold learning and maintain our over-arching aim to facilitate independent learning.
- The SENCo oversees our carefully planned intervention timetable. Children are identified for intervention through their EHCP provision (where a plan has been agreed); advice from external professionals (e.g. SALT/EP/OT) and school assessment and observation data.
- All interventions are tracked to measure impact. In addition, interventions are costed and evaluated to ensure they represent value for money.
- The school's approach to provision mapping and the review of individual SEND support arrangements aims to ensure provision is reviewed regularly and adjusted, as appropriate, to ensure the best and most effective use of resources to meet children's needs.

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

- All teachers are teachers of SEN therefore, your child receives high quality teaching in their own class, from their class teacher. The class teacher has responsibility for the child's learning, progress and well-being and ensuring work is planned and adapted for each individual according to their needs.
- The SENCo liaises with teaching staff where there are concerns about progress or engagement; as a result, the SENCo may observe the child in class.
- Should additional support be required, this is undertaken after consultation with the parents, staff and, where appropriate, the child. Following the sharing of information, decisions are made as to the most appropriate form of support. A one-page profile may be completed in conjunction with the child and their family so staff working with the child are well placed to support them for maximum effect, for example it may detail specific strategies that the individual child finds works well for them.

- All interventions are monitored for impact and expected outcomes are defined at the outset. At St James we draw on research based interventions with our ultimate aim to close the attainment gap with their peers. This is overseen by the SENCo.
- The type and amount of support a child may need is dependent upon their individual needs, for example, they may need short term support (intervention for a term or less) which will not warrant their addition to the SEN register. However, if the support is for at least a term, this constitutes 'additional to and different from' the support most other children require and the child would be added to the SEN register. The SEN register is continually reviewed and at St James we know that SEN is not a fixed state.
- Target outcomes are shared with children who have SEN Support arrangements so that they are aware and can feed into the process of review and setting.
- Outside agencies may be consulted to advise on the type of support needed.
- The SENCo regularly shares updates with the SEN Governor through termly meetings.

### 13 How are parents involved in the school? How can I be involved?

- We believe in working in partnership with parents and regularly involve families in discussions about their child's progress, needs and aspirations. We know that outcome for children are maximised when family and school work collaboratively.
- We hold parent consultations twice a year, Autumn and Spring terms, and parents receive a written report in the Summer term.
- If your child is on the SEN register, you will also receive a reviewed SEND support arrangements termly and this will detail their targets for the next term too. If your child has an EHCP, you will be invited to attend their annual review.
- We have an open door policy where parents can liaise with their child's class teacher after pick up each day. Alternatively, you can make an appointment to meet them via the school office.
- A termly workshops for our families with children with SEN is held and this has prove to be a supportive environment to meet other families. In the past this has been attended by our Specialist Teacher for Inclusive Practice, a Speech and Language Therapist, the School Nurse Team and a Mental Health Nurse.
- We have a very active and successful Parent teacher Association (The Friends of St James). As a parent, you are an automatic member. If you would like to find out more then please contact the committee via [friends@stjames-veybridge.surrey.sch.uk](mailto:friends@stjames-veybridge.surrey.sch.uk)
- Parent volunteers are very welcome, subject to DBS checks and Safeguarding training, to help on a voluntary basis such as listening to readers or accompanying a school trip.
- Each morning members of the Senior Leadership team are on the gate to welcome parents and address any enquires.



- We host regular parent forums where families can voice any concerns that they may have to the Head Teacher and find out more about other aspects of school life. Similarly, our families are frequently surveyed on different topics, including SEN provision.
- Our governing body includes parent governors who take an active role in the strategic development of the school.
- We circulate fortnightly newsletters which inform parents of special events and show examples of excellent work from each year group.
- In Reception year we host 'shared learning' opportunities to enable your child to share how they learn as part of the EYFS curriculum as well as their environment.
- We hold termly open afternoons which are an opportunity for you and your child to peruse displays and their books to celebrate their progress and attainment, with the class teacher.

#### 14 Who can I contact for further information?

- In the first instance, parents/carers are encouraged to talk to their child's class teacher regarding any aspect of their child's academic or social development, including concerns about special educational needs.
- Further information and support can be obtained from the SENCo, Mrs Wales.
- If you are a prospective parent of a child with additional needs and are considering whether St James would be the right setting for your child, please contact the office team to join a tour of our school or to sign up to a 'stay and play' session with our Reception team. Arrangements can be made with the SENCo at the same time.
- A copy of the school's SEND Policy and Accessibility Plan, as well as further information, can be found on the school's website. [www.stjames-veybridge.surrey.sch.uk](http://www.stjames-veybridge.surrey.sch.uk)
- The Local Authority publishes its information on the Surrey Local Offer website [www.surreylocaloffer.org.uk/parents-and-carers](http://www.surreylocaloffer.org.uk/parents-and-carers)
- Additional community organisations which support children with SEN and families:  
<https://spurgeons.org/elmbridge-family-centre-services/> <https://www.sendadvicesurrey.org.uk/about-us/advocacy>
- School SENCo: Mrs Wales    Contact Telephone Number 01932 851762    Email: [sen@stjames-veybridge.surrey.sch.uk](mailto:sen@stjames-veybridge.surrey.sch.uk)