

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, previous setting and outside agencies, appropriate support and interventions are put into place as soon as these children start school.
- In some cases, a child's special educational needs 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 & challenges, using a range of methods to identify additional needs and to celebrate achievement.
- If a teacher has any 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 SENDCo who may carry out further observations or assessments.
- Parents / carers are encouraged to speak to the class teacher if they have concerns about the progress or attainment of their child. If you need to contact the SENDCo directly, please email 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, keep you fully informed and offer timely & appropriate support to your child as we appreciate, 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 will ask them how for their perspective as a learner.

How will staff support my child?

- We are a mainstream, inclusive 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 for through adaptive teaching. Our aim is to reduce barriers to learning to ensure all children can progress from their individual starting points.
- We want all the children at St James to experience success as a learner and to achieve their potential so we treat each child as an individual and adapt the learning to suit their specific needs.
- 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.

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

- At St James, we provide a broad and balanced, creative curriculum which incorporates both skills, learning behaviour and key knowledge. 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 their learning.
- Through adaptive teaching, our staff utilise a range of universal strategies to ensure a high-quality learning environment for all our pupils. This is monitored by the leadership team through lesson observations and learning walks.
- We provide a wide range of targeted interventions to support pupils across different areas of need. This is 'additional to and different from' our universal provision. Information about the universal strategies and targeted provision offered at St James across each area of need can be found on our website.
- If you child has specific needs where adaptive teaching is insufficient then personalised learning is provided.
- We have an Accessibility Plan which shows how adaptations are made, not only to the built environment, but also to the curriculum.
- All children are encouraged to take part in our wide range of extra-curricular activities both within and outside of the school day. Children with certain needs are invited to join access appropriate provision, for example, circus skills to develop their focus.

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 have an open door policy and encourage on-going discussion between teachers and parents.
- Information will be provided via Parentmail by each year group team to highlight the learning to be delivered in the half term ahead. SENDsational News, a bulletin for families of children with SEN, is published to provide information to support children's learning, coffee mornings with external professionals for families with SEN are held and a live Padlet on the school website provides additional signposting.
- 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 individualised 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).
- We have a Home School Link Worker who can support parents and make recommendations on how they can positively engage with their child's learning.
- Our website and Seesaw provides a wide range of information about the curriculum, homework and links to support learning.
- A Home/ School Agreement is signed by pupils and parents.
- Regular 'SEN surgeries' are held with the SENCo to allow parents to meet virtually and discuss any queries.
- If your child has an Education, Health and Care Plan (EHCP), then you may be invited to further meetings involving multi-agencies. Your child's EHCP will be reviewed annually where progress against your child's long-term outcomes will be reviewed and new targets set, if appropriate.

What support will there be for my child's/young person'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. All our staff receive regular training to provide a high standard of pastoral support. We believe in creating a safe and nurturing environment.
- 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 managing of medicines on the school site, and, if necessary, an individual health care plan is drawn up in collaboration with parents.
- We have a clear and focussed behaviour policy which includes expectations, rewards and consequences. Each class also 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 upwards)
- 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 on key issues and circle times with class are used to help children identify and manage their emotions.
- We have a zero tolerance approach to bullying.
- The school employs a Home School Link Worker
- A member of staff is trained as an Emotional Literacy Support Assistant (ELSA) and is able to offer support to children. She offers support to children who have experience difficulties that are affecting their emotional well-being and ability to learn. She is also trained to deliver 'drawing and talking' - an intervention to support children to work through their emotions.
- 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 lunchtime club supports those children who may find this time challenging to manage.
- A whole-school mental health policy is being developed by the school's senior mental health lead
- We offer a wide range of extra-curricular activities
- We have developed a well-being page on our school website
- Children in UKS2 have the opportunity to become house and sports captains, prefects, playground buddies and well-being Ambassadors. The latter meet weekly and are assigned to each class to support well-being.
- The attendance of every child is monitored. Lateness and absence are recorded and actions are taken to prevent prolonged unauthorised absence.

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

- As a school we are concerned with the overall development of the learner and we invite professionals from outside school to discuss pupils who have been identified as needing support above and beyond what the school is able to offer. Where external support is necessary, parents and young people are consulted and permission sought. We endeavour to ensure you have the opportunities to meet with 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:
 - Educational Psychology Service
 - Speech and Language Therapy
 - Occupational Therapy
 - A Specialist Teacher of Inclusive Practise: meets annually with the SENCo
 - Physiotherapy
 - Outreach services from specialist schools such as Freemantles (ASD)
 - Physical and Sensory Support Service
 - School Nurse team
 - Community Paediatrician
 - Children's Services
 - Mindworks
 - Mental Health Team Nurse
 - Well-being practitioners
 - REMA (Race Equality and Minority Achievement)

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

- All of our teachers hold qualified teacher status, and receive regular updates and training.
- Our SENDCo 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 diagnoses and a range of universal and targeted support strategies.
- Our classroom-based support staff receive regular training. Topics this academic year have included precision teaching and developing independence in pupils.
- Visiting professionals work alongside teachers and teaching assistants to train them to deliver learning and therapy programmes.

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

- At St James, we promote the involvement of all our learners in all aspects of the curriculum, including educational visits. 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 coordinator and the headteacher.
- 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 into place, for example, use of social stories.
- Advice is sought from the Head of Strategic Risk Management in Surrey to enable learners with SEND to access Outdoor and Adventurous activities where necessary.
- Teacher-led clubs are inclusive to all children. Parents are encouraged to speak to the external provider running the extra-curricular opportunity if there are any issues or strategies that would help support their child taking part.

How accessible is the school environment?

- St James' takes every reasonable step to make sure that the school is accessible for pupils and parents with special needs.
- We are vigilant in making reasonable adjustments, where possible. We value and respect diversity in our setting and do our best to meet the needs of all our learners.
- 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, an accessible toilet and a lift to the hall.

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

- We have robust induction and transition programmes in place to welcome new learners to St James and to support when they move on. Bespoke programmes are developed for children with special educational needs or those with a disability, including when transitioning between year groups, for example, a personalised transition booklet may be created to detail what is the same and what is different.
- In order to support pupils and families whose first language is not English, we may use Racing to English, translation software or REMA to support.
- We hold an introductory morning for parents to enable them to meet the team including their child's Reception class teacher and discuss any concerns.
- We host 'stay and play' and story sessions ahead of your child's official start to enable them to become familiar with the adults and their new surroundings.
- We have very good relationships with our feeder settings and the EYFS leader visits all of the children in the Summer term and liaising with the setting manager or key-worker. The SENCo will accompany them if there are SEN concerns raised by the family and/or the 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 encouraged to attend secondary school induction days and all children take part in the 'Smart Moves' programme in Y6.
- Additional support is given where needed. There is an extended transition programme for more vulnerable pupils moving on to secondary school, for example 'Hurry to Heathside' and we host EIKON's 'Heads Up' programme in Y6 to support emotional well-being ahead of secondary transition.
- The SENCo will liaise with their counterpart and student services co-ordinator at each secondary setting regarding any child with SEND or who may be vulnerable.
- For children with an EHCP, the secondary SENCo is invited to attend their annual review.
- We hold a transition afternoon for existing pupils to spend time with their new class teacher and visit their next classroom.

How are the school's resources allocated and matched to children's special educational needs?

- We ensure that the needs of all pupils, no matter what their ability, are met to the best of the school's ability given the funds available.
- The school's budget for SEN is used to meet the needs of all children through staffing (teaching and support staff), 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, every class has a teaching assistant who scaffolds learning and carries out targeted interventions to support those children with a higher level of need. Our over-arching aim is to encourage independent learning for all.
- All 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.

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

- First and foremost, your child receive high quality teaching in their own class, from their own 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 pupil in class.
- Should additional support be required, this is undertaken after consultation with the child, parents and staff. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner. A one page profile may be completed in conjunction with the child and their family so that all staff working with the child are well placed to support them for maximum effect, for example, it may detail 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 are investing in and establishing many interventions with a strong evidence base. The ultimate aim is for the child to close the 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 or 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 pupils who have SEN support arrangements in place so that they are aware and can feed into the process too.
- Outside agencies may be consulted to advise on the type of support needed.
- The SENDCo regularly shares updates with the SEND Governor through termly meetings.

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

- We believe in working in partnership with parents and regular involve families in discussions about their child's progress, needs and aspirations. We know that outcomes for children are maximised when family and school work collaboratively to support each child.
- We hold parent consultations twice each year in the Autumn and Spring terms, offering the option to have a face to face or virtual appointment. In addition, parents receive a written report at the end of the academic year.
- If your child is on the SEN register, you will also receive a reviewed SEN 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, they can make an appointment to meet them via the office or include a note in the reading diary. If you should wish to discuss your child's SEN support arrangements, please make contact as suggested above.
- A regular newsletter 'SENSational News' is published for families with children on the SEN register with signposting and information.
- A termly coffee morning for our families with children with SEN is held and this has proven to be a supportive environment to meet other families. In the past year, this has been attended by our specialist teacher of inclusive practise, our link speech and language therapist, the school nurse and the mental health team nurse.
- The SEN page of our school website details other ways to support your child, for example, there is a link to a Padlet.
- SEN surgeries are held regularly whereby you can sign up for a virtual appointment
- 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 our co-chairs (friends@stjames-weybridge.surrey.sch.uk)
- Parent volunteers are very welcome, subject to DBS clearance, to help on a voluntary basis, for example, accompanying school trips or hearing children read.
- Each morning and afternoon, members of the Senior Leadership Team (SLT) are on the gate to welcome parents and address any enquiries.
- We host regular parent forums where families can voice any concerns they may have to the headteacher 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 our school.
- We circulate fortnightly newsletters which inform parents of special events and show examples of excellent work from each year group.
- In YR, 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.

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 any concerns about special educational needs.
- Further information and support can be obtained from the school's SENDCo or the Head Teacher.
- 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 the school or to sign up for a stay and play session with our YR team. Arrangements can be made with the SENCo at the same time.
- A copy of the schools SEND policy and Accessibility plan, as well as further information, can be found on the schools website (www.stjames-veybridge.surrey.sch.uk).
- The local authority publishes its information on the Surrey Local Offer website: <https://www.surreylocaloffer.org.uk/parents-and-carers>