

How is St James' C of E Primary School accessible to children with SEND?

St James' C of E Primary School aim is to be accessible for all children including those with visual, hearing and physical difficulties.

St James' C of E Primary School has ramp access to all buildings. It has widened doorways to allow wheelchair access and has an accessible toilet. A lift enables all children to access the upper floor in the Key Stage 2 block.

Extra-curricular activities are available and accessible to children with SEND. Children with specific needs may have additional members of staff to help them access the school, curriculum and clubs.



How are the teachers in school helped to work with children with an SEND and what training do they receive?

The SENCO's responsibility is to support the class teacher in planning for children with SEND. Whole school training is given to staff as and when appropriate. Subject specific leaders will advise on their area of expertise. Staff who need additional training are either sent on training courses, or are provided with in-house training when required.

Educational Psychologists (EP) and the Advisory Teaching Service are involved in training and advice for TAs and staff as well as NHS health specialists such as Speech and Language Therapy.



Parent to parent support

The school's SENCO is sometimes able to provide the names and phone numbers of parents/carers who have agreed to act as an informal 'parent to parent support'. This is so that parents who are worried about their child could informally meet with other parents who may be in similar situations. If you would like some information about this then please contact the SENCO.

A comprehensive Special Educational Needs policy is available for parents/carers on the school's website or in hard copy.



How to contact

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St James' C of E Primary School

Parents/carers information: Supporting Special Educational Needs and Disabilities in school



"Working Together to Enjoy
and Achieve."

Produced by the SEND working party that included staff,
governors and parents.

All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school community. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of children with SEND.



What is a Special Educational Need?

A special educational need or disability (SEND) is when a child needs additional support in learning to help them achieve their full potential both in and out of the classroom. SEND has 4 broad areas of need as defined by the new Code of Practice (2014):

Communication and Interaction

- * Children who experience speech, language or communication difficulties
- * Children with an autistic spectrum disorder (ASD)

Cognition and Learning

- * Children who learn at a slower pace than their peers

Social, emotional and mental health difficulties

- * Children who are withdrawn or isolated
- * Children who display challenging behaviour
- * Children with mental health difficulties

Sensory and/or physical needs

- * Visual impairment
- * Hearing impairment
- * Multi-sensory impairment
- * Physical difficulty

How will the school let me know if they have a concern about my child's learning, progress or development school?

Regular meetings with staff are held to discuss the progress of all children to identify if any children are regularly causing concern. Areas of concern are monitored by the class teacher and Special Educational Needs Coordinator (SENCO). If your child is identified as not making progress, we will set up a meeting to discuss this with you in more detail. During this meeting the school will listen to any concerns you may have, plan and explain any additional support your child may receive and discuss with you any planned referrals to outside agencies. The SENCO may attend this meeting, or may meet with you at a later date to discuss progress and outcomes of any initial support.

Who can I talk to if I am worried about my child?

Your child's class teacher is usually the best person to talk to if you have any concerns about your child.

The SENCO, Rachel Dove, is available to talk to any parents/carers who are worried about their child's progress, learning or behaviour at home or at school. You can contact her via the School Office.

What are the different types of support available for children with SEND at St James' C of E Primary School?

Provision for each child is met on an individual basis. Some children will have support in class; others will be withdrawn for short periods to cover individual work, while some will work on a differentiated curriculum in groups. There are two levels of support in school:

➤ SEND Support

Some children are identified as needing 'SEND Support'. These children will have an individual education plan called a 'My Plan'. The class teacher will use this plan to record how best to support their learning in school. For some children their needs may be more complex and require support from a range of different agencies. Sometimes this support is recorded using a 'My Plan+'.



➤ Education and Health Care Plan (EHCP)

A small minority of children may have more complex needs and need a significantly higher level of support. If this happens then the parents/carers and school may request that the local authority undertake a full assessment of the child. The local authority may then agree to draw up an Education Health and Care Plan (EHCP). The EHCP will make sure that your child has the support that they need and will be reviewed regularly by the SENCO, class teacher and any other professionals that have been involved with your child.



How will we include parent/carers in supporting your child?

Parents/carers will be invited into school for a review with the class teacher and the schools SENCO three times a year or more if felt appropriate by the school of the parent/carer. This review meeting will be an opportunity to review and write the 'My Plan' outcomes for each term.

How will we support your child as they move between classes or to another school?

We recognise that transition of any sort can be difficult time for you and your child and will take steps to ensure that this process is as smooth as possible. For children entering the school from another setting we will work with the previous school or nursery SENCO to ensure we have information on the best way to meet the needs of your child. We will also invite you and your child to visit the school so we can discuss the best ways to meet their needs.

When moving classes in the school, information will be passed to the new class teacher in advance and your child will have opportunities to visit the new class and meet the new teacher. Strategies and ideas that have been working well will be shared.

When moving to a new school we will contact the SENCO to ensure they know about any special arrangements and will ensure that all records are passed on. When moving to secondary school we will arrange to meet the SENCO to talk about ways to ensure the transition is smooth. There may be a specific meeting to prepare you and your child for this move and it may be appropriate for the child to make additional visits to their new school.

