

# St James' Junior School Local Offer 2023-2024

Question	Answer
<p>How does the school know if children need extra help and what should I do if I think a child may have special educational needs?</p>	<ul style="list-style-type: none"> <li>• There is close monitoring of each child's progress throughout the year by the class/subject teacher and also through whole school monitoring by the Headteacher and SENCO</li> <li>• If the pupil is not making the expected progress in a particular area of learning the school can quickly identify the need for additional support. This is then discussed with the parents/carers and the pupil concerned</li> <li>• We have an open door policy and parents can make an appointment to discuss their child with the relevant member of staff</li> <li>• Parents/carers are actively encouraged to come into school and discuss any concerns they may have</li> <li>• When a pupil transfers to St James' Junior School there is discussion with parents/carers and close liaison with pupil's previous school/s</li> <li>• We have a Parent's Open Evening in July when discussion with parents/carers of prospective Year 3 pupils can take place prior to entry</li> <li>• Transition work between staff and pupils takes place in the Summer Term between St James' Junior School and its feeder primary schools</li> <li>• We hold regular Parent's Evenings</li> </ul>
<p>How will the school support my child?</p>	<ul style="list-style-type: none"> <li>• Quality First Teaching, differentiated for individual pupils, is the first step to responding to pupils who have or may have SEND</li> <li>• Teachers are responsible and accountable for the progress and development of all the children in their class, including when children access support from teaching assistants or specialist staff.</li> <li>• When the school identifies the need for additional intervention to support a pupil's progress, parents will be informed of the planned support and are welcome to come in to school to discuss it further. The pupil will be included in these discussions as appropriate.</li> <li>• Our school Special Educational Needs Policy shows the range of interventions and support available in our school (please see school website)</li> <li>• In discussion with parents an Individual Education Plan (IEP) will be written and will record the targets and frequency of the support. This will be shared with the Teaching Assistant</li> </ul>

	<p>(TA) who will usually deliver the intervention. The pupil's progress will be monitored on a weekly basis by the class teacher, TA and SENCO. Adjustments to the targets will be made to support progress. After an agreed period a review will be held to which parents will be invited to evaluate the progress and discuss the next steps.</p> <ul style="list-style-type: none"> <li>• The SENCO will provide a termly report for Governors on the progress of all pupils receiving SEND support</li> <li>• The designated governor for SEND liaises closely with the SENCO</li> </ul>
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> <li>• All teachers are aware of the needs of individual pupils and plan the learning within the curriculum to ensure that all pupils are able to make progress</li> <li>• Differentiation is planned to meet the needs of small groups/individuals e.g. for a pupil who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary</li> <li>• When necessary pupils may be withdrawn prior to the lesson, individually or in small groups, to allow for pre-teaching of key words or ideas. This allows them to take an active part in the class lesson</li> <li>• Practical resources are provided to support their learning e.g. Numicon blocks in numeracy</li> <li>• English and maths are taught in Year groups in Lower School and ability groups in Upper School with provision for Gifted and Talented pupils to make appropriate progress.</li> <li>• Specific small group teaching may take place to reinforce basic concepts e.g. fluency group</li> <li>• Additional support for practise SATs will be provided within the class as required. Consideration for readers, prompts, additional time etc will be made in line with exam board regulations.</li> </ul>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• Twice yearly Parents' Evenings and an Annual Report provide regular feedback to parents/carers. This will include up-to-date academic progress and individual reading, writing and maths targets as well as any behaviour, emotional and social difficulties. Discussion will take place on how parents/ carers are best able to support their child's progress e.g. regular reading at home. Pupils are encouraged to attend the Parent's Evenings with their parents and take an active part in the discussions.</li> <li>• Parents of pupils receiving additional SEND support may attend further meetings to discuss the impact on progress of a specific intervention (IPP meetings). Pupils may attend all or part of these meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• When appropriate, parents/carers may be contacted mid-term to discuss the support that school are providing and how they can help their child at home-this may be a phone call or a meeting</li> <li>• School provide a range of online learning programmes which parents are encouraged to support their children to use eg Times Table Rock Stars etc</li> </ul>
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> <li>• The well-being of all of our pupils is our primary concern at St James' Junior School</li> <li>• School has a Mental Health lead that is given time to work on a 1-1 basis with all children that require help or just a chat. This service is also open to parents 1 day a week before school if they would like to talk.</li> <li>• They are supported with their social and emotional development throughout the school day, through curriculum and extra-curricular activities.</li> <li>• Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) are integral to our curriculum and are also taught explicitly on a weekly basis</li> <li>• Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom-an individual plan may be put in place for pupils with the highest need.</li> <li>• School has a Sensory room, which can be used to support children's wellbeing.</li> <li>• Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and consistently implemented by all staff</li> <li>• We regularly monitor attendance, support pupils returning after absence and take the necessary actions to prevent prolonged unauthorised absence</li> <li>• St James' Junior School employ a part-time Attendance Lead and Education Welfare Officer to support attendance</li> <li>• Relevant staff are trained to support medical needs. Some have received specialist training to meet pupils' individual needs</li> <li>• All staff including teachers, support staff and midday staff are qualified first aiders</li> <li>• Further information can be found in our Medical Conditions Policy which can be found on the school website</li> <li>• Through the teaching of our qualified tutor, the whole school follow the Kidsafe and Real Love Rocks Programmes.</li> <li>• Pupils views are sought through the school council and other opportunities</li> </ul>

<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> <li>• Please see the staff qualification list in the SEN Policy on the school website</li> <li>• Agencies recently accessed:  <b>Education:</b> Educational Psychologist, Specialist Advisory Teachers- Speech, Language and Communication Needs (SLCN), Hearing Impaired (HI), Autistic Spectrum Conditions (ASC), Equality Teacher (English as an additional language), Equality Officer (Traveller/Gypsy/Roma), Achievement Teacher-Looked After Children, Attendance Lead and Education Welfare Officer  <b>Health:</b> Specialist Speech and Language Therapist- Autism, CAMHS, Occupational Therapist, Physiotherapist, Hospital Specialist Professionals eg Community Paediatrician  <b>Children’s services social care,</b> Family Action, Barnardos, Young Carers, Bluebells (bereavement counselling), community police, Cumbria SEND Information, Advice and Support Service (IAS)</li> </ul>
<p>What training are the staff receiving or have completed to support children with SEND</p>	<p>The SENCO is an experienced teacher who is currently completing the New to SENCO training and will attend the National Award for SEN Co-ordination which is a masters level programme. She continues to receive ongoing training in relevant areas of SEND.</p> <ul style="list-style-type: none"> <li>• All teachers hold qualified teacher status. We have 6 teaching assistants throughout school; two of whom complete HLTA support. One of our Higher Level Teaching Assistant (HLTA) has completed a further qualification to achieve this level and the other HLTA is a qualified teacher. They all have experience of working with children in the 4 broad areas of SEND as described in the SEND Code of Practice: <ul style="list-style-type: none"> <li>➤ Communication and Interaction</li> <li>➤ Cognition and Learning</li> <li>➤ Social, Emotional and Mental Health</li> <li>➤ Sensory/Physical Needs</li> </ul> </li> <li>• Our teachers and teaching assistants have a range of skills and expertise including Autism, Speech and Language, specific learning difficulties, hearing impairment etc and one of our STAs holds an additional university qualification –Certificate in Professional studies in Autism. They all continue to extend and update their skills and knowledge by attending a range of training</li> <li>• Whole school training is delivered by external professionals as required</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff are given the opportunity to liaise with visiting outside agencies e.g. Educational Psychologist in relation to the pupils they teach</li> </ul>
How accessible is the school environment?	<ul style="list-style-type: none"> <li>• We have a School Access Plan in place (please see website) and as a purpose built school in 2015, the building meets all the requirements of the Equality Act 2010.</li> <li>• We continue to purchase resources and aids which support the pupils' ability to access the environment and the curriculum as well as extra-curricular activities.</li> <li>• We offer support for parents/carers whose first language is not English e.g. involvement of Cumbria SEND IAS Service for a child's transition to secondary school, provision of a translator for pupil's Annual Review.</li> <li>• School has a sensory room that can be used by all children who require support.</li> </ul>
How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> <li>• We have very good relationships with our feeder schools and those our pupils move on to</li> <li>• We share information to support pupil's learning and well-being at transition and beyond</li> <li>• Enhanced transitions are planned for identified pupils. This may include additional visits to the new school or visits by staff to their current setting. Resources such as maps, photos etc are gathered to be included in a scrapbook to ensure familiarity. Individual passports are prepared by the pupils to inform their future settings.</li> <li>• All pupils transferring to us from other schools are given an information pack about the school and are encouraged to visit the school with their parents for an informal interview. They are able to make additional visits and when appropriate we provide them with photos etc. When required, staff will visit the current/previous school to observe an individual pupil, attend review meetings or gather information etc</li> </ul>
How are the school's resources allocated and matched to children's SEN?	<ul style="list-style-type: none"> <li>• Our finances are monitored and audited regularly and we make sure resources are available to support the strategic aims of our setting as well as individual learner's needs.</li> <li>• Teaching assistant hours are regularly reviewed to ensure we are able to meet the needs of all the children with SEND</li> </ul>
How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> <li>• If, after gathering all the information available, it is felt that additional support is required this will take place after discussion between relevant staff, pupil and parents/carers as appropriate</li> <li>• Progress made through interventions is monitored and ongoing feedback is given to the pupil. Parents/carers are informed of the outcomes and the next steps discussed as part of review meetings, Parents' Evenings etc</li> </ul>

	<ul style="list-style-type: none"><li>• If it is felt that additional advice is needed, then in agreement with parents, we involve external specialists eg Educational Psychologist, Specialist Teacher, Occupational Therapist etc. Their advice is then followed and we continue to closely monitor progress. After an agreed period, if the pupil has not made the expected progress, following discussion with the parent/carer, we may initiate a Statutory SEND assessment.</li></ul>
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