



St James' RC Primary School

Special Educational Needs and Disabilities Information Report

St James' RC Primary School is an inclusive school. All pupils, regardless of their specific needs, will be offered teaching and learning experiences which will enable them to make the best possible progress and feel that they are a valued member of the school community. The support provided will be tailored to individual need following thorough assessment by staff or external agencies and specialists. It is designed to promote pupils working towards becoming independent and resilient learners.


The SEND information Report has been produced with input from pupils, parents, staff and governors.

Date of last review of SEND report: April 2024

Next review: April 2025

Who should I contact for information about special educational needs and disabilities (SEND) at St James'?





The special educational needs coordinator (SENCO) at St James' is Mrs Richards.



Mrs Richards is responsible for coordinating provision for children with SEND. If you are concerned that your child may have a special educational need or disability, you should first speak to the class teacher. The class teacher can then discuss concerns with the SENCO. To arrange to speak with a class teacher or the SENCO, you can ask at the office to make an appointment, call the school office on 0208 467 8167 or email general.info@st-james.bromley.sch.uk

The Head teacher, Mrs Weeks, is responsible for overseeing the coordination of provision for children with special educational needs. Mrs Weeks is the Designated Safeguarding Lead and Mrs Wilson and Mrs Richards are the Deputy Designated Safeguarding Leads. Mrs Hutchinson is the Governor responsible for supporting the school to evaluate and develop provision for pupils with SEND.

What types of SEND do we cater for at St James'?

	Cognition and Learning including difficulties with: Reading, writing or spelling including dyslexia; maths including dyscalculia; working memory and processing speed, non-verbal reasoning and general learning difficulties.
	Communication and language including difficulties with: Speech and language difficulties with using and understanding language including difficulties pronouncing speech sounds; difficulties using language socially including Autistic Spectrum Disorder and selective mutism.
	Social, Emotional and Mental Health including difficulties with: Low self-esteem and resilience, high levels of anxiety and stress, difficulties forming relationships including attachment difficulties; difficulties with attention and focus including attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD)
	Sensory and Physical including difficulties with: Hearing, vision, fine and gross motor skills and dyspraxia.

How do we identify SEND?

We use the following information to identify if a child may have SEND:

- Class teacher's formal assessment of children's progress which is completed at least termly.
- Assessments that can indicate particular areas of difficulties, usually carried out by a trained member of staff.
- Observations and checklists completed by school staff.
- Discussions with parents and children.
- Transition information from pre schools and previous schools.
- Assessments by external specialists such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist or Paediatrician. Referrals will only be made to specialists with parental consent.



At St James', we work closely as a team and if staff have concerns about a child, they fill in a SEND Cause for Concern form and discuss their concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review' (APRD).



After a period of 6 - 8 weeks we will decide if a child needs further support from outside agencies and referrals will be discussed with parents. At this point, depending on the nature of need, children will be placed on the SEND register and a more formal cycle of APRD will be implemented and a child will receive an Individual Support Plan.

How do we support children with SEND?

Our school day is generally split into three sessions, two in the morning and one in the afternoon. Key Stage 2 classes may have two sessions in the afternoon. Each session last for approximately one hour, usually with a break in between. Generally English and maths are taught during morning sessions and foundation subjects are taught in the afternoons. Timetables remain the same each week unless there is a special event. Children with SEND are prepared in advance for timetable changes.

In EYFS and Key Stage 1 our classes have thirty pupils per class.

In Key Stage 2 our class sizes may increase to up to thirty-two pupils per class.

Classes are mixed ability. We operate a flexible approach to classroom management and organisation where learning is scaffolded and challenged appropriately.

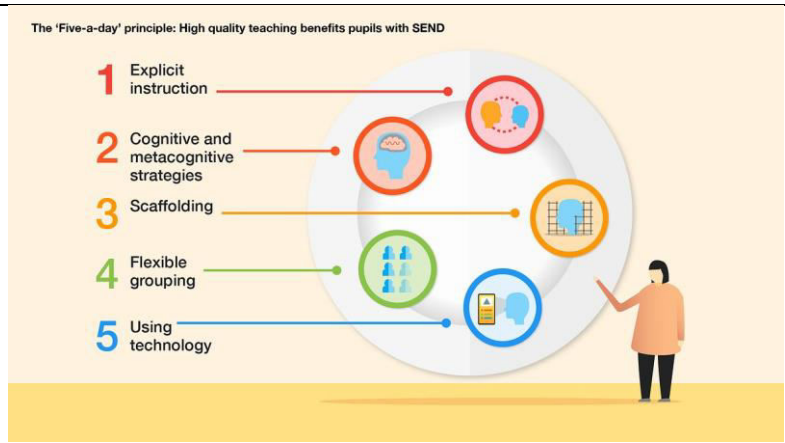
Children with SEND have Classroom and/or playground Passports which conveys the key information staff need to know in order to understand and support the child appropriately.

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.



We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Graduated response – We use a graduated response approach which means that we have different levels of support. All children with emerging needs and/or SEND receive Wave 1 level support and are likely to also receive Wave 2 or Wave 3 level support.

Wave 1 support – Strategies used in class to support children. These could be placing children who are likely to need support with understanding or focus close to an adult or providing some extra resources to help with work such as checklists or vocabulary lists. It could be allowing children to use neo boards or laptops for writing or using coloured workbooks or overlays. Each classroom has a quieter work station available for any child who may need it. Many of these strategies will be beneficial for lots of children, not just for those with SEND. They form part of our High-Quality Teaching. For pupils with SEND, homework is reasonably adjusted to reflect their learning needs. Adults in the class will be aware of children who may need 'time out' to self-regulate or have medical needs.



Wave 2 support – Interventions and support groups provided in school where children work with an adult in a small group or one-to-one. This may be children following a speech and language programme, reading programme or taking extra time to secure their learning in maths or literacy. Other intervention groups include Lego Therapy, Clever Fingers, social skills groups, touch typing, Writing Therapy, Drawing Therapy and Listening Ear. Where appropriate, additional adult support will be allocated to classes and also to break times and lunch times in order to offer support to children during unstructured times. For children who find break time overwhelming, a quiet space and adult support is provided. Upon discussion with the Head teacher, support may also be provided to children who find the journey to school difficult.



Wave 3 support – Support provided by specialists who are usually external to the school such as assessment by a paediatrician, speech and language therapist or Educational Psychologist. In some cases, we are able to provide ongoing support from specialists in school such as buying in speech and language therapist time to run sessions for children. Some specialist support may also be provided by the local authority in accordance with EHCP provisions.

Deciding on the support to be given – At the beginning of every term, class teachers work together with the SENCO to decide on the support to be provided for the children in their class that term. Children with identified SEND have an Individual Support Plan (reviewed every term by class teachers, SENCO and parents) which gives details of recommended support, particularly Wave 1 strategies to use in class. We consider carefully how to provide an effective level of support for all children while at the same time developing skills to work

independently.

If a child requires a high level of support – if a child is likely to require a high level of support over a long period of time, we may be able to receive additional funding from the Local Authority to help provide this. We have to make an application to the Local Authority for a Funded Inclusion Plan or Educational Health Care Plan, telling them what we believe to be the child's needs, how these affect their progress, what we have done so far and what we think is the support that is likely to be needed in the future.

Extra-curricular activities – All children are welcome to engage with the extra-curricular activities we offer. We may signpost children, including those with SEND, to those we think will benefit them. During lunchtime we can offer a 'nurture club' for children who find break time difficult.



Safe spaces – All classrooms have a calm corner where children can elect to go or be directed to go in times of difficulty. We have lots of outdoor space for children to take their brain breaks in.

Children with EHCPs – in addition to termly reviews, children with EHCPs have an annual review. All outside agencies involved with the child are invited to meet and contribute to the review.

Transition into school – for children who find the journey to school difficult we would work in partnership with parents to find a solution. For example, this may be an earlier drop off time to avoid high volumes of people.

Emotionally Based School Avoidance (EBSA) – working in partnership with parents is an essential part of providing early support. Parental views are heard and valued. Parents are provided with advice and support to understand and manage their child's anxiety individually or possibly in small support groups/workshops, delivered within the school or with external agencies such as the Bromley Children Project. A key contact within the school will be allocated, usually the Head Teacher, SENCO or Class Teacher. Clear, consistent and communicated bullying and behaviour policies reduce the likelihood of EBSA. Our attendance policy will consider the nature of school avoidance. Established and comprehensive transition arrangements are in place for potentially vulnerable pupils. Social and emotional skills are embedded across the curriculum, including the teaching of resilience and coping skills. Systems are in place for the early identification of emotionally-based school avoidance behaviours, including the use of referral pathways for external agencies when required, e.g. Bromley Wellbeing, SEN advisory teams, Bromley Children Project, Social Care, Education Welfare Service, etc. A range of targeted support is available as part of early and SEN Support, including social interventions, therapy and mentoring using specific approaches. Support includes flexibility with key aspects of normal school provision when appropriate, e.g. modification of environment, timetable and curriculum. Whole-school awareness training of key ideas surrounding mental health, anxiety and school avoidance is provided. More in-depth training for adults working closely with this group of students, including more specific aspects of mental health, autism and specific/structured approaches such as cognitive-behavioural, solution-focused and mindfulness are also undertaken.

How do we monitor progress and check what we are doing is effective?

Formal termly monitoring

- Data on children's progress in academic subjects is analysed in depth at the end of each

term and discussed by class teachers, SENCO and Head Teacher at data meetings.

- Progress in relation to targets set by professionals are discussed by Class teachers, SENCO and parents at termly progress meetings.
- Staff running interventions provide written feedback on progress seen during these sessions. This may be in the form of qualitative data or narrative.

Ongoing monitoring

- Teachers and support staff are constantly observing and assessing children informally during lessons and less structured times. We have regular meetings where concerns about children can be raised and discussed. Throughout the term we may adapt the support being provided as necessary.
- Important information about children and their needs is provided on individual 'Passports' which are held within the class information folder. Any adult within the class can access these in order to understand the child's needs. These are reviewed termly by the SENCO. Passports are also compiled to support children at break and lunch times. Copies of these are held in the MDS file so all lunchtime staff know how to support children during these times as they can often require a slightly different approach to that needed in class.

How do we work in partnership with parents and carers?

- We operate an open-door policy at St James'. Parents are welcome at any time to make an appointment with the SENCO to discuss concerns they may have about their child.
- If we think a child may have SEND, this will be discussed with parents and their views sought.
- Consent will always be obtained from parents before referrals are made to specialists outside school.
- For parents of SEND children we will provide clear information about the provision the child is receiving including targets they are working towards. We will set these targets with parents and review them during termly progress meetings.
- School staff will provide ideas for activities and approaches that can be used at home to support children.
- Parents and families may be sign-posted to outside agencies who may be able to offer support.
- Where appropriate we invite outside agencies into school to provide workshops for parents.
- In discussion with class teachers, homework can be adapted to suit the learning needs or style of the child.



How do we promote student voice for children with SEND?

- Children are involved in self assessing their work. This is monitored by class teachers and SENCO through book scrutiny.
- The SENCO asks the child's views about their experiences at school and this is included on their Individual Support Plan.
- The SENCO conducts pupil interviews with the student council and their perceived views about children who need extra support.
- Where possible we encourage children to lead assemblies about their personal needs and experiences, and support them with fundraising initiatives that they wish to promote.



What is the expertise of staff and what training is provided to staff?

The SENCO, Mrs Richards, has the NASCO qualification for SEND coordination. She regularly attends local forums run by the Local Authority and the Bromley Catholic Schools Trust to discuss various special educational needs and to keep her knowledge updated. This information is disseminated to other members of staff. She also engages in wider reading and online training as appropriate and makes recommendations to staff.

The SENCO runs staff meetings with teachers and support staff which continues to develop the knowledge and understanding of SEND. In addition, staff work together with specialists who come to the school to advise on how best to support children. Staff also attend training provided by experts in various aspects of SEND. The SENCO keeps an up-to-date list of staff training which enables the school to distribute adult support effectively. Many of our staff have worked at this or other schools for several years and have a great deal of experience in working with children with a range of needs.

Recent staff training has covered de-escalation, complex needs and ASD.

What do we do to support transition to the next phase of education in preparation for adulthood?

Before children start school, we visit some of their local Nurseries and Pre School settings to gather information that can support the transition to Reception at St James'. Children attend a welcome afternoon in July prior to starting. During the first few days of school we conduct home visits to our Reception children and their families to discuss areas of learning and any concerns that parents may have. The following week children attend half days before starting full time the week after. We encourage our feeder settings to complete the Bromley EYFS transfer document. We attend the local authority transition day for EYFS held in May. Parents of children with identified SEND or who have concerns are invited into school to discuss these with the SENCO and Head teacher in the summer term before their child starts school. The Baseline Assessment is carried out during the first half term.



In the summer term we hold a transition meeting between the current class teacher, the next teacher, SENCO and Head teacher to discuss needs within the class. Parents may be invited to a transition meeting between the current and next teacher to discuss provisions and strategies. Children 'Meet the Teacher' of their next class during two afternoons in June and again in the final week of term. To support transition children may be provided with social stories about their new classroom and adults working with them and are given additional opportunities to spend time with their new teacher.

For children who join us mid-year, we invite them in for a taster afternoon. We seek current assessment information and SEND related information from their previous school. Parents are invited in to discuss any concerns. Appropriate year group specific assessments are carried out within the first three weeks of children joining.

For children in Year 6, the SENCO attends the Local Authority Transition Event to meet with the SENCOs of secondary schools within the borough and hand over relevant information. For children in Year 6, we work on preparing all children for secondary school and provide individual or small group programmes for children who may benefit for support with this. Representatives from secondary schools are invited to meet with pupils joining them in September.

For matters relating to transition, parents can contact the Head teacher, Class teachers or the SENCO.

What other bodies and agencies do we work with?

- Educational Psychologists
- Paediatricians
- Speech and language therapy - Phoenix Centre, Sarah Buckley Speech and Language Therapy
- Bromley Well Being
- Bromley Children's project
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational therapy
- School nurse service
- Complex Needs Team
- Sensory Support Service - griffin Vision Team
- Bromley Inclusion Support Advisory Team:
 - Our SEND linked advisor is Melanie Somers.
 - Our Senior Advisory Teacher for Speech Language and Communication Needs is Hannah Little

Who can I contact for further information?

The Bromley Local Offer provides information about local services that can support children with special educational needs and disabilities.

<http://www.bromley.gov.uk/localoffer>

Bromley Parent Voice supports families of children with SEND providing information about services available.

<http://www.bromleyparentvoice.org>

This you tube video provides more information about Bromley Parent Voice

<https://www.youtube.com/watch?v=VJ1K5IyE2Rc>

Bromley Information, Advice and Support Service provides advice, information and support to parents of children with SEND about a range of topics and to all Bromley residents regarding transitions from pre-school to primary school and onto secondary school.

<https://bromleyiass.org.uk/>

Helpline: 020 8461 7630

Open Monday to Friday from 9.30am to 1pm and from 2pm to 4pm

Bromley Wellbeing Bromley Wellbeing is a self-referral service which is a single point of access for the emotional wellbeing of young people under the age of eighteen living in Bromley. Referrals can be made by the young person, parent or professionals during office hours.

<https://www.bromleywell.org.uk/our-services/mental-health-services/>

There are many organisations that provide information about different special educational needs and disabilities including:

- Mencap - <http://www.bromlemencap.org.uk/>
- National Autistic Society - <https://www.autism.org.uk/>
- British Dyslexia Association - <https://www.bdadyslexia.org.uk/>

Websites providing general information about SEND

<https://www.understood.org/en>

<https://www.specialneedsjungle.com>

What should I do if I have a complaint?

If you have spoken to your child's class teacher and to the SENCO, Mrs Richards and are not happy with the information they provide regarding SEND and the support being provided, you should speak to the Head teacher, Mrs Weeks. If you are not happy with the information provided by Mrs Weeks, please follow our complaints procedure which is available from the school office.