



St James' Catholic Primary School Local Offer for Pupils with SEND

[My Child has Special Educational Needs or Disabilities, what can you offer at St James' Catholic Primary School?](#)

This is an excellent question with some complicated answers, yet the simplest answer, is that we at St James' Catholic Primary School genuinely place children and families at the very heart of everything that we provide educationally, socially, morally and emotionally. We value every child at our school and that is why all children, including those with SEND (Special Educational Needs and Disabilities) do well here.

Special Educational Needs has undergone a huge reform (in place from September 2014) and both schools and the Local Authority now need to put in place a Local Offer. The Local Offer from the Local Authority will set out in simple terms all of the services available to support children and young people with a range of Special Educational Needs and Disabilities and information to help you to access that support and those services. You can find information about our Local Authorities' Local Offer at (INSERT WEB ADDRESS).

Our school Local Offer aims to:

- Provide clear information about what we normally provide in school to support children with SEND.
- Provide clear information about SEND and the processes involved.
- To support parents and carers in making decisions and taking action in support of their children's needs.

Here are some questions that you may have and our answers to them.

[How do we know when pupils need additional support?](#)

We know when pupils need help if:

- Concerns are raised by parents/carers, the teacher or the child.

- Limited academic progress is being made.
- There are concerns about the child's behaviour or emotional development.

What should you do if you think your child has SEND?

- First talk to the class teacher, they are the first point of contact for parents and know your child best.
- If there are still concerns, then you can contact Mrs Nerissa Nicholas, who is the SENCo (Special Educational Needs Co-ordinator).

How will we support your child if they have SEND?

- Mrs Nicholas, our SENCo, organises support in school for children with SEND and she works with class teachers to ensure that children's needs are met.
- Each pupil's education is carefully managed by the class teachers who will provide differentiated work (we adjust how easy or hard it is) to suit children's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has specific needs then there may be some personalised planning to meet their needs. This may involve working in a small focus group with either a teacher or a teaching assistant. The frequency of and length of time that this kind of work will continue for will depend, but it will usually be for a long enough period of time for progress to be evaluated e.g, half a term or a term. Any such interventions will be regularly evaluated to make sure that they are helping your child to make progress and to help us to plan what to do next. This kind of work may well require an IPP (Individual Pupil Plan) and class teachers and our SENCo would work together to draw up a plan to share with you, so that we can get ideas from you before plans are made final.
- Occasionally a child may need more expert support from an outside agency such as an Educational Psychologist, Speech Therapist or Specialist Teacher. Please don't be put off by the titles of the external specialists; Educational Psychologists just assess in detail the strengths and weaknesses of children in terms of their learning and do not assess their psychological make-up! If we need to get specialist

help, then we will make a referral with your permission and arrange a meeting where we all sit down together and discuss your child's needs.

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

- When a child has been identified as having SEND, the class teacher will differentiate their work to help them to understand and learn more easily.
- Teaching Assistants (TAs) may be allocated time to work with your child either 1:1 or in a small group situation. Wherever possible we do work with children in groups to avoid making children feel uncomfortable and to place them in a joint learning situation, which helps to re-enforce their learning through the contributions of the other children in the group.
- If your child has been identified as having SEND, then they will have an IPP (Individual Pupil Plan). This is a plan that targets a child's specific areas of need and carefully maps out how we are going to help them to take the next logical step in their learning. You will be given a copy of your child's IPP and given an opportunity to come into school and discuss it with the class teacher and/or the SENCo if you would like to. A TA will work with your child for a short amount of time daily to work on each target on the IPP.
- IPPs are monitored regularly and are reviewed at least twice a year in accordance with Government guidelines. If appropriate, your child may be provided with specialist equipment e.g. pencil grips / sound buttons etc.

How will you know how your child is doing?

- We will discuss your child's progress with you at parent's evenings and at IPP reviews (it is really important that you come to these).
- We are always very positive about children and like to focus on what they *can* do and what they *are* achieving. This means that when we talk to you at parent's evenings, we will celebrate your child's successes. It is important for you to remember that children with SEND do not generally make as much progress as children without SEND because things are harder for them. They probably won't be able to catch up

with the other children, but they can still do well and still need you to be proud of them when they're trying hard and making steps forward with their learning or behaviour!

- We know how your child's getting on because we have excellent termly assessment systems in place and if your child has an IPP, we'll be monitoring progress towards those targets regularly too!
- We can tell you where the Government says your child should be and explain to you where they are now.
- We are great at picking up e-mails, so you can drop us a line or pop in to tell us things you think we should know.
- We'll also let you know about things that have happened in school if we think you need to know.
- If you ever have any concerns about your child, *please feel free to arrange to speak to the class teacher or SENCo at any time. Please don't wait until you are frustrated and upset, as a quick chat can often sort things out and save you all that energy and stress.*

How will we help you to support your child's learning at home?

- When we write IEPs (Individual Education Plans), we often name you on the bits that you can help with at home. If you need any support at all in how to do this, we can offer lots of tips and ideas. Just ask!
- As a general rule, you can help your child at home by making sure that they have enough to eat and plenty of sleep. Children benefit hugely from reading at home every day, having support with homework and also by having positive out of school experiences. If a child is struggling in school, it can be really helpful for them if they can spend some time out of school developing a hobby or interest that are good at e.g. Judo, fishing, horse-riding etc. This helps to build confidence and esteem and helps children to keep things in perspective!
- Children with SEND often find personal organisation really tough. It will help them to be much less stressed if you can keep on top of things for them and help them to come to school with the right things on the right days!

What support will there be for your child's overall wellbeing?

- If a child were to be thought to be at risk of harm, Mrs Nicholas, the Head teacher and SENCO, is the Designated Safeguarding Lead and has responsibility for Safeguarding (protecting the safety and welfare of our children).
- We have close and extremely positive relationships with children and their families. As a result, we are very caring and supportive of children and families and children trust us to help them to solve their problems.
- Staff members are always on hand to offer time and support to children and children are really good at picking out who they want support from in school. This helps your child to tell us what they think and how they feel and we do listen to and take account of what children tell us.
- There are also (child) members of the School Council on hand to support other children.
- We provide a range of after school clubs and events, which also create excellent opportunities for us to really get to know children. The best way to support children is to know them in a wide range of contexts and we do that really well. These clubs also offer great social experiences for the children and they really enjoy them.
- Our school ethos is one of support, acceptance and tolerance and our children flourish in the 'culture of care' that lies at the heart of our school.
- If your child has specific medical needs, we can seek advice from our school nurse in the first instance.
- If your child has significant medical issues, you will be the expert about this and we will be glad to get advice and support from you so that we can do everything we can to help! For specific and significant medical issues, we also get advice from our School Nurse. It also really helps if you can give permission to any medical people that are involved with your child to share information with the school and ask them to copy reports to us so that we are fully aware of what your child is coping with.

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

In school we have members of staff with expertise in:

- Maths recovery, offering support for children with significant mathematical difficulties.
- Reading Intervention, a structured programme to support the development of literacy skills.
- Behaviour management.
- Speech and language development.
- Autism
- Dyslexia

We have links with:

- Educational Psychology (to assess in detail children's learning skills).
- Speech and Language therapy.
- Specialist Advisory Teacher in Autism.
- Specialist Advisory Teacher in Language and Communication.
- Specialist Advisory Teacher in Literacy.
- Occupational Therapy.
- School Nurse.
- Child and Adolescent Mental Health Services (CAMHS).
- Health Visitor (for under fives).
- Specialist Advisory Teacher for visual impairment.
- Specialist Advisory Teacher for hearing impairment.
- Children's Services (previously social services).
- Millom Children's Centre.

Staff have attended, and continue to attend, a wide range of training to support them in meeting the needs of pupils with SEND.

How are children included in activities outside of the classroom including school trips?

- Activities and school trips are available to all pupils.

- Detailed risk assessments are carried out to ensure that all children have access to trips and special events. However, if a risk assessment reveals that a child will require high levels of 1:1 support, a parent or carer may be asked to accompany their child.
- Additional staff with First Aid training attend trips to provide care for children with medical needs.

How accessible is the school environment?

- As a school we are happy to discuss individual access requirements and are committed to making any reasonable adaptations to meet the needs of our pupils.
- We have in place systems to make sure that we can communicate with parents who do not speak English as their first language.

How do we prepare children for starting at St James' or for moving to a new school from St James'?

- We have a transferring pupils plan, which plans for the smooth entry into school of pupils coming to us from other schools. This ensures that children have the best possible chance of a positive experience upon starting with us.
- We provide many visits for all children prior to coming in to school and offer enhanced programmes for children with significant needs.
- If a child is moving on to a new school, we offer transition planning, where the child's needs are established and a programme developed to support them and their new school in the move. The plan would identify and deliver on key actions e.g. additional visits to the new setting accompanied by staff from St James'/ identification of a mentor in the new school and supported meetings with them etc.
- SENCOs from both schools also liaise to share information and to ensure the continuing success of the children as they move on to a new school.

How do we allocate and match resources to children's special educational needs?

- The SEND budget is allocated every financial year. We then provide additional resources and support to children based on our assessments of children's individual needs.
- Our school SEND budget is used to pay for our fantastic teaching assistants. It is often the TAs who are sought out by unhappy little people and them that provide much of the extra support and help that makes such a huge difference to our children both as people and as learners.
- To help us to decide how to match resources to needs we have a detailed assessment process in school, which helps us to clearly identify how much progress each child is making. This reveals how much help children who are not progressing well will need and in which specific area of learning.
- Class teachers will initially differentiate work and offer higher levels of in class support to children to help them to make progress.
- If this is not enough to help a child make progress, we increase our levels of support and intervention until progress is achieved.
- We will continue to take action until all children are making progress in school and allocate and re-allocate our own resources and seek additional resources from the Local Authority until this happens.

How do we involve parents in the planning for children's education?

All of our parents are encouraged to be involved in their child's education and in the life of the school.

This may be through:

- Discussions with the class teacher.
- During parents evenings.
- By contributing to IPPs.
- By coming along to school events and getting to know us.
- By answering questionnaires or other information gathering drives.
- By keeping us up to date with anything that might affect how your child is feeling.

Who can you contact for further information?

If you wish to discuss your child's needs or are unhappy about any aspect of school life, please contact Miss Sheelagh Wilson at the school office to arrange a meeting with the SENCo Mrs Nerissa Nicholas.

I hope we have answered any queries you might have, but please do feel free to contact us if there's anything else we can help you with.

Special Educational Needs Flow Chart