

ARRANGEMENTS TO MEET THE NEEDS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AT ST JAMES THE GREAT RC PRIMARY AND NURSERY SCHOOL



All Croydon schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspects of school life. To find out more about what the local authority offer in terms of SEN provision, visit:

http://www.familyspacecroydon.co.uk/uploads/docs/Specialist_education_provision.pdf

Inclusion is at the heart of the St James the Great Primary School mission statement.

“The school will provide a framework within which all pupils are enabled to develop the highest possible level of achievement fulfilling their academic, moral, physical and spiritual potential. “

Staff and governors are committed to providing a nurturing learning environment in which children with all types of needs from all kinds of backgrounds are able to thrive. The school community works together to provide for the emotional, social, physical and academic needs of all children. This SEN information report plans to identify how this happens for children with special educational needs.

St James the Great Primary School has been accredited with the Inclusion Quality Mark.

WHAT SUPPORT DO WE OFFER?

The school will do its best to ensure the necessary provision is made for any pupil with SEN. In doing so, we will fulfil the statutory duties and best practice guidelines set out in the Department for Education's Code of Practice for SEN.

Roles and responsibilities

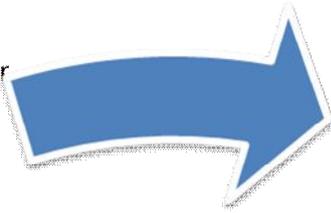
Who should I contact to discuss the concerns or needs of my child?

SCHOOL PERSONNEL	RESPONSIBILITIES
Class Teacher	Adapting and refining the curriculum to respond to the strengths and needs of all pupils Checking on the progress of your child and identifying, planning and delivery of any additional support required to support progress Contributing to and devising personalised SEN plans to prioritise and focus on the next steps required for your child to progress If you have any concerns about your child, you should speak to your child's class teacher first. Depending on the outcome of this discussion, you may have a follow up meeting with the SENCO
Special Needs Co-ordinator (SENCO) Mrs Justine Wellington	<ol style="list-style-type: none">1. Co-ordinating provision for children with SEN and developing the school's SEN policy2. Ensuring that parents are:<ul style="list-style-type: none">• Involved in supporting their child's learning and access• Kept informed about the range and level of support offered to their child• Included in reviewing how their child is doing• Consulted about planning successful movement (transition) to a new class or school3. Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties4. Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of special educational needs
The Headteacher Mr Stephen Beck	The day to day management of all aspects of the school, including the provision made for pupils with SEN
SEN Governor Mrs Margaret Balkazar	Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEN across the school

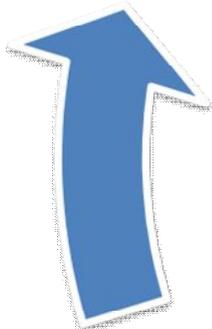
Assessment, Planning and Review of SEN Support

How will the school decide if my child needs extra help? How can I find out how well my child is doing?

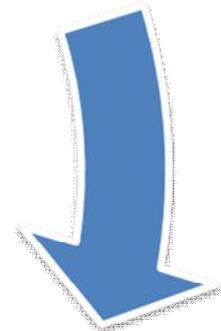
It may be necessary to increase or change the nature and level of support to help your child to progress. This may involve seeking help and advice from a range of specialist agencies such as the educational psychology services or speech and language services. A referral for support from an outside agency will only be made with your consent



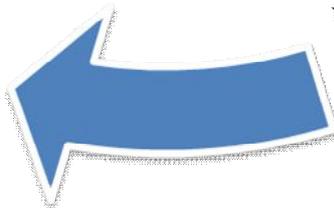
Meetings are held in the spring and summer terms to look at the progress of all pupils



Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in an SEN plan. This will take into account your child's strengths as well as areas of difficulty. It will identify ways you can help your child at home. The impact of the additional support will be reviewed regularly and you will be invited to be part of this review



When there are concerns that a pupil is not making expected progress, further assessments will take place and there will be discussions with key staff to plan for additional support to be put in place and for the outcomes expected from this intervention

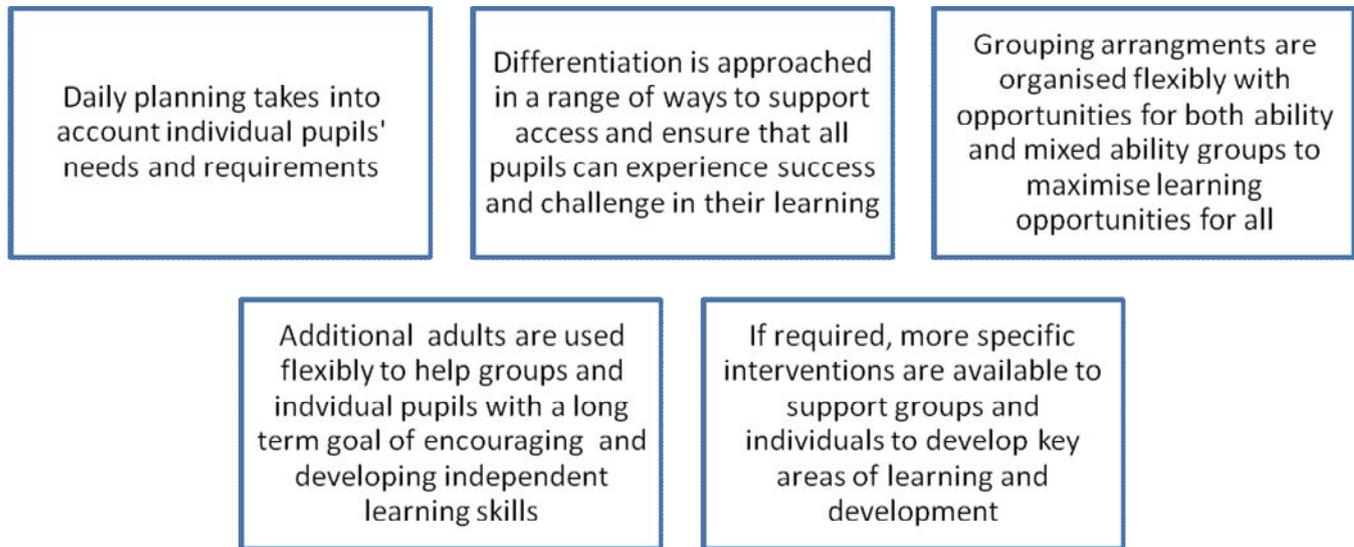


- If, despite increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that which can be offered by our own resources, a request for an Education Health Care Plan may be requested. The SENCO will explain this process to you and show you how to find out more information about this.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?



Access to the Curriculum

What arrangements are made to enable my child to take advantage of the full school curriculum and extra curricula activities?

The school has an accessibility plan in place to ensure that pupils with SEN and Disability can take part in school life. The school's accessibility plan is updated annually and can be viewed on the school website. Depending on the specific needs of your child, a more personalised access or medical plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

We undertake additional planning and risk assessments to ensure that pupils with SEN can take part in the wide range of extra-curricular activities the school offers, including school outings and residential trips.

Staffing Expertise

How skilled is the staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that all teachers and support staff have the appropriate and relevant skills and knowledge to support provision for pupils with SEN.

This academic year, whole staff training has covered:

Differentiation for SEN pupils, an introduction to autism, writing social stories

PSA training has been provided for some or all staff in the following areas:

British Sign Language, Behaviour, Autism, Social stories, handwriting difficulties

Our SENCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN. The school also seeks advice and

guidance from local special schools and other relevant agencies to help school staff meet the needs of your child and to review, evaluate and develop provision for pupils who have the most complex needs.

We have staff with specialised expertise and qualifications including:

Restorative Approaches

Emotional Literacy Support Assistant

We also have access to a school based Speech and language Therapist to provide support for those children with the highest level of need.

External Partnerships

What support from outside does the school access to help my child?

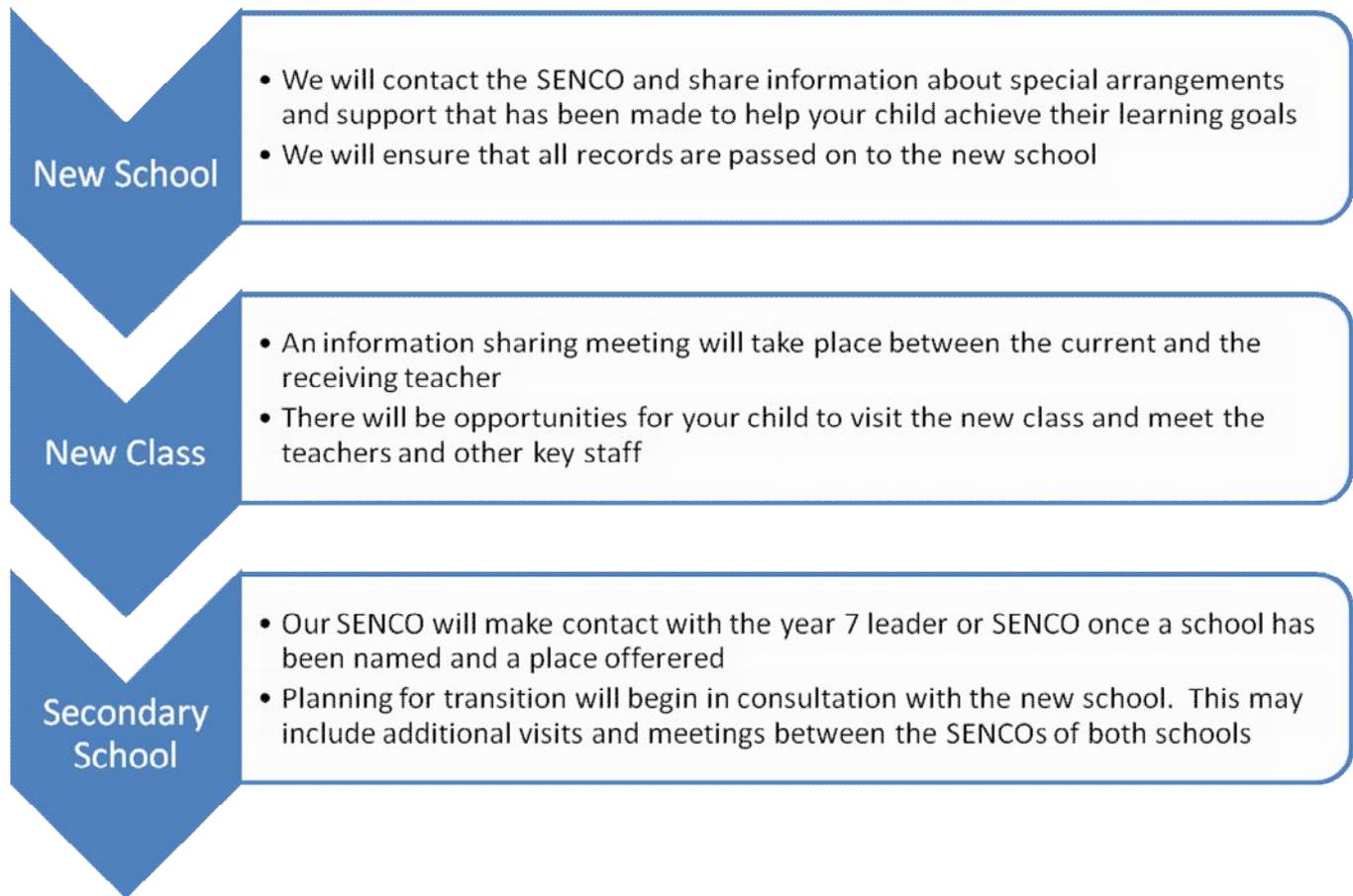
The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	What do they offer?
Educational Psychology Service Our Educational Psychologist is: Alison Whyman	Observation and assessment of a child's educational needs, advice for parents and staff on how best to meet those needs, submission of reports for statutory assessment
Primary Behaviour Support Team Our team contact is: Angie De Souza	Referrals are made when a child's behaviour needs are complex and severe. Advice for staff and parents and suggestions of suitable strategies to manage difficulties with behaviour
NHS Speech and Language Therapy Our Speech Therapist is: Katie Williams	Assessment of a child's understanding and use of language, writing of care plans for children which are carried out by parents and staff, liaising with parents and staff, submission of reports for statutory assessment
Croydon Literacy Centre	Twice weekly or once weekly (fast tracked) intervention provided in small teaching groups using specialist skills and resources for children with specific difficulties learning how to read, write and spell
CAMHS (Child and Adolescent Mental Health Service)	The school will refer a child to CAMHS for an assessment of a child's social and emotional needs. They assess children social communication difficulties in children and also identify specific difficulties with focus and attention
Occupational Therapy	Assessment of a child's physical difficulties, such as handwriting, focus and attention, sensory processing or gross motor skills. They often provide a care plan with activities and exercises to be carried out at school and at home
Peripatetic Hearing Impaired Service	Hearing Impaired children receive support and teaching from Teachers of the Deaf. They advise teachers on how best to meet the needs of the child
Virtual School for Children who are Looked After	Close monitoring of the progress and attainment of Looked After Children plus many support services for children and foster carers
Croydon Young Carers	Monitoring of the progress and attainment of children who have been identified as carers of others in their family plus support networks for children and a range of opportunities for respite

The full range of local support available to support your child both within and outside of school can be found in the Croydon Local Offer for pupils with SEN.

Transition

How will the school help my child to move to a new class or to a different school?



Multi-agency meetings may be arranged to create a more detailed transition plan for your child. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxiety they may feel about moving on.

Your involvement in this process will be critical to supporting a successful move.

There is a drop in session for parents to discuss their concerns with the SENCO on a Wednesday afternoon between 2.30 and 3.30 pm.

We review and update our arrangements for supporting pupils on a regular basis. This report is a draft and will be reviewed and updated in January 2015. Parents are welcome to share their views on this document and suggestions for its improvement by contacting the SENCO at:

justinew@stjamesthegreat.org

These and other relevant policies are available to view on request:

Equal Opportunities Policy

SEN Policy

Disability Equality/Access Policy

Looked After Children Policy