



St James CofE Primary School

Local Offer

28 February 2021

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Approved :



This document is designed to set out clearly how this school meets children and young people's special educational needs. If you are reading this as a young person the provision expected to be in place for parents/carers, should be in place in this school for you.

At St James we aim to provide a happy and safe Christian setting, where everyone is valued and works in partnership to develop their full potential. The following document is intended to provide you with information regarding the support we provide for all our pupils, including those with SEND. Each skill, technique and resource is continually developed and modified as we strive to meet the continually changing needs of individual children; however we hope to explain the provision we provide in detail. Children with SEND are identified as those who, continue to make limited or no progress, despite high-quality teaching and interventions being in place.

Universal Offer

This is what the school offers to all children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carer or young person you can expect that:

- We inform you about their policies and approaches to learning, including how they work with children who have learning difficulties.
- We welcome you and your child and take the time to discuss your child's needs before they start school.
- Our teachers and support staff who teach your child have had professional development and training so that they know about how children learn including those children who have difficulty in learning.
- We should be able to tell you about the programmes which they are able to offer, in addition to what is available day to day in the classroom if children need a boost to their skills. This will include literacy, numeracy and behaviour programmes to support children's learning. Our school sets this out in a provision map.
- Our teachers are able to accurately assess the age band at which he/she is learning from Foundation Stage to National Curriculum (Sandwell Skills Ladders help to measure progress for children who are working below the level of the new National Curriculum).
- Our teachers who teach your child are able to differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with a little support.
- Our teachers will use a range of resources and strategies and teaching methods to take account of any barriers to learning.
- We will keep you informed about how your child is progressing at least twice yearly and through a written annual report detailing progress and will be happy to discuss your child's progress, at other times, if you make an appointment. As a child or young person you should always know how well you are doing and what you need to work on to improve further.
- We will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their behaviour. We will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful.
- These interventions are sometimes at a level called Wave 2. We will explain which intervention is being used, tell you how long it will last and what progress we are expecting that your child will make. We will meet with you at the end of the intervention period to discuss progress.
- We may ask you if they can consult with a speech and language therapist, advisory teacher or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour.
- We will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. Our Special Educational Needs Coordinator (SENCo) may talk to you about this. (All schools have to have a SENCo with experience and/or additional qualification in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child to make progress.)
- We will also be able to signpost you to support, advice and any extra curricular activities that may be available.

Additional SEND Support Offer

The Department for Education provides every school with funding that is different for each school, but is to support children with SEND. The amount of funding means that most children's need for support and interventions can be met without the need for an Education Health Care Plan. What you can expect to see in school is set out below.

- We will discuss with you how our intervention programmes are helping your child to achieve these longer term goals and, if progress is slower, why this might be.
- If your child is not making progress in their learning or they have difficulty in managing their behaviour despite the strategies outlined at the Universal Offer then he/she may need a higher level of support/intervention to help them make progress. We will invite you to a meeting to gather your views and explain what new strategies and support could be put in place.
- We will continue to offer all the support and teaching strategies available at the Universal Offer level. We will be able to tell you what programmes they have to support reading, writing, maths and emotional/behavioural difficulties that we assess will support your child.
- If your child has a particular learning or behavioural difficulty such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language, moderate learning or specific learning difficulty; teachers and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs.
- We may ask for advice from an outside agency such as speech and language therapist, advisory teacher, or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that we seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests. Click on the link to see information about [access to the Inclusion Support Team](#)
- We will put in place programmes which will mean your child works 1:1, or in a small group, with a teacher or a member of the support team on the aspects of learning or behaviour with which they are having difficulty. These programmes may last as long as 20 weeks; you should be told how long the intervention will last and what progress is expected.
- Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. We will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place.
- You will be invited to a meeting which informs you about the programme or programmes to be used, why they have been chosen and what progress they are expecting your child to make. You should be invited to a review meeting to discuss progress.
- If your child has made progress then school will discuss with you:

- whether there needs be a further period of intervention;
- if your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place;
- or, that such good progress has been made that support is no longer needed.
- If your child has not made progress we will consult with outside agencies to seek further advice on strategies and programmes.
- If the outside agency make an assessment, you will be invited into school to discuss how the programme and support will change; how you can help and when there will be a meeting to review the new programme.
- These measures should ensure that your child makes progress at the best possible rate but school will continue to review the programmes used and meet with you as a parents and should offer you a meeting at least once a term.
- If you are not happy about your child's progress, ask for further meetings with staff in school and outside agencies to ensure that you have confidence in the provision.
- If you wish to complain about the school's response to meeting you child's needs you must first raise your issue with the head teacher. If you are still unhappy raise your concerns with the Chair of Governors at the school. If you are still not satisfied then register a complaint with the Local Authority at Sandwell Council House. The Parent Partnership Service is also there to help and your school will have the contact details.

Education Health Care Plans

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an Education Health Care Plan. If the LA agrees to begin the process; an EHCP takes 20 weeks to complete. Your child will continue to be supported from the school's SEND resource while the EHCP is completed.
- For most children this is likely to be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require an EHCP due to the complexity of their need.
- The EHCP will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child
- Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and Single School Based Category of SEND which are appropriate to their learning needs
- Many children who need an EHCP will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHCP is developed.
- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the EHCP.
- If your child is not making expected progress then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

Further Information

Residential visits, trips and after school clubs are all open to pupils with SEND. Reasonable adjustments will be made to ensure that pupils can access these activities.

Eligible pupils receive extra support via Pupil Premium Funding. Details of the spending of this funding can be found on the school website.

Our Accessibility Plan includes key targets to ensure that the school does everything possible to facilitate access for people with SEN and / or disabilities.

All school activities, including off-site and residential visits, breakfast and twilight clubs are open to children with SEND; if necessary, to ensure accessibility, additional support or provision will be made.