



**Support for your child at**  
**St James C of E Primary School**

**Mission Statement**

The Governors and staff of St James are committed to the development, safety, education and well-being of the pupils of this school.

It is our belief that a good education, based upon Christian principles and value, gives pupils the best start in life.

We consider our commitment to our pupils may be best shown by the provision of a stimulating, yet caring, learning environment where each child is valued both as an individual and as a contributor to the common good.

To this end, we dedicate ourselves to fostering intellectual, aesthetic, emotional and social growth: to raising standards: to quality teaching and to developing each pupil to his / her fullest potential.

This booklet is to inform you of the types of support available for your child at St James C of E Primary School. It will help you understand who can help and how this support can be accessed.

All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.



All our classes are supported by teaching assistants and pupils are also offered additional one to one tuition, small group work or catch up programmes where needed.

Some children also need support at break/lunchtime- our teaching assistants are timetabled appropriately if support is needed outside.

Our school nurture group (Seashells) supports children who need different provision outside the national curriculum, e.g. social skills, listening groups, emotional support, self-esteem and self-confidence groups.



### **ADDITIONAL NEEDS (Children doing exceptionally well)**

Some children may be doing so well in school that they are a long way ahead of their year group and the usual provision in the class is not "stretching" them. We will do everything we can to support their needs by providing extension activities and other specific work so that they can continue to make individual progress.

### **ADDITIONAL NEEDS (Children with difficulties)**

All children are different and some find learning and school life easier than others. It is estimated that, at some stage in their school life, one child in five will need additional help because of medical, physical or learning difficulties. When we are concerned about a particular child we will make contact with parents at an early stage. Should it be decided to approach outside agencies such as the Behaviour Improvement Team, external independent SEN consultants or the Educational Psychologist for help we will always seek the consent of parents before a referral is made. Many children receive special help for many different reasons and a request for permission to refer children does not always imply that there is something "wrong".

Children with Additional Needs are assessed on a two-point scale: **SEN SUPPORT**. They will progress up and down in accordance with their need.

**SEN SUPPORT minor concerns**- Discussed with parents, noted on Special Needs Register, needs met and monitored by the class teacher.

Some difficulties - Individual plan drawn up by class

teacher - needs monitored by class teacher and Special Needs Co-ordinator.

**SEN SUPPORT** - Involvement of outside agencies - termly reviews.

More serious concern - The child's needs are assessed by a variety of people (teacher, Special Needs Co-ordinator, Psychologist, Doctor etc.) at the end of the assessment a decision will be made to move the child to school action + or not.

**EDUCATION HEALTH CARE PLAN** will be drawn up by the Local Education Authority. This will list the child's needs and indicate how, when and where these will be met and will specify and additional resources necessary.

If your child's needs are complex or severe we may suggest that we ask the Local Authority for a Statutory Assessment or an **EDUCATION HELATH CARE PLAN**. This document will describe your child's SEN and the special help they should receive.

Both SEN resource agreements and **statements** usually involve the Local Authority providing extra resources to help your child. These could include money, staff time, special equipment and attendance at a school with specialist resourced support.

This additional provision will be reviewed annually or sooner if required and would include parent, teacher, SENCO and pupil.

The Department for Education has published a Code of Practice on the identification and assessment of additional needs. The school has agreed to these requirements.



If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs please speak to your class teacher who can put a plan in place to support your child.

You are also very welcome to make an appointment with our SENCO. Appointments can be made through the school office (01744 678545).

### **PUPILS' PROGRESS AND ATTAINMENT**

Each half term parents receive a report card detailing progress in academic subjects, behaviour and effort. All parents also receive an annual written report. We wish to use our annual report as a proactive means to motivate our children as well as giving a retrospective view of a child's

performance. Hence targets will be included on the report to help the child in the next stage of their education. This report will give an indication of the progress children have made in the statutory curriculum subjects as well as commenting on their social and personal development.

We use many methods to assess and record work;

- Baseline assessment observation
- Regular testing by various methods
  - National Curriculum tests
- Annotating significant pieces of children's work
  - Noting down things children say
  - Using assessment sheets
- Children recording and evaluating their own work
- Photographing and photocopying work.



We have a highly experienced team of staff who may be involved in supporting your child at St James. These include:

- Your child's teacher, who will always make sure that tasks set are appropriate and accessible for your child.
- Teaching Assistants, who support all pupils in class.
- We have several additional TAs who help support groups and individual children with their learning.

- The SENCO (Emma Jones)
- Sometimes school may commission Specialist Support to work with identified children with a particular focus, e.g. Speech and language therapists or Occupational therapists.
- To ensure our staff have the skills and knowledge to support children with SEN—there is a programme of on-going training both in school and elsewhere.
- As part of our support for all children in school, we have regular opportunities to consult with support services and health agencies through a multi-agency, planning and consultation meetings.
- We will discuss the needs of the individual/family in school and plan together the best use of advice and support from other agencies.
- Professionals who might attend this meeting include: School Nurse, Speech and Language therapist, Educational Psychologist, Behaviour Support Professionals, High Schools SENCo and Children's Disability Service.