

ST JAMES CE PRIMARY SCHOOL

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**For learning, discovery
and achievement**

Our Local Offer

All schools are required to publish and review information for parents and carers about the support and provision for children with special educational needs or disabilities (SEND).

St James Primary School is part of the Rother Valley locality who work collaboratively to ensure best practice.

St James Primary School is an inclusive school.

- Every child at St James is an individual and support will be differentiated to meet their needs.
- We have high expectations of behaviour; everyone in the school community is treated with equality and respect.
- The children at St James are regularly assessed against the Early Years Foundation Stage Curriculum and the National Curriculum.
- Children identified as having a significant difference to the expected targets or those who are consistently not meeting their individual targets are observed, monitored and assessed individually to identify any specific needs.
- Children entering the school are assessed by the class teacher and previous records are read and taken into account when identifying individual children's starting points, and a baseline assessment is devised. Any history of SEND will lay the foundations of the next steps in learning and identifying the areas of support required. Class teachers use the 'Assess, Plan, Do, Review' format before discussion with the SENDCo.
- Information gained from the previous school or nursery, as well as from parents, teachers and outside agencies will also inform and determine the specific needs.
- Transition arrangements in joining St James are well planned and we will support both you and your child. Children joining Reception are given many opportunities before starting school to familiarise themselves with the school community and environment.
- Transition arrangements on leaving St James for secondary education are well planned; extra opportunities for your children to visit their next school are always available to help them feel supported and confident.
- Our SENDCo will oversee and plan personal learning plans (PLPs) for all children on the SEND register and this will be implemented by our experienced and caring team of teaching assistants (TAs) and class teachers. The PLPs will often include a table showing specific provision throughout the week, targets and progress. We invite parents and children to review PLPs termly with us.
- Our SEND team are well qualified. The SENDCo has QTS (Qualified Teacher Status), B.Ed and has the National Award for Special Needs Coordination. Our TAs attend regular training opportunities through INSET and courses provided by outside agencies. They are trained to use interventions such as Clicker 6, Precision Teaching, Speech and Language development and Autism Awareness/Early Bird Plus.
- Any member of the team working with individual children will be responsible and in a position to share information and achievement. We can use a home/school communication

notebook for recording significant moments both at home and at school, also 'meet and greet' at the start of the day for targeted children. Teaching assistants work with class teachers to provide small group or 1:1 support in the classroom, learning within the classroom is differentiated to support the needs of all abilities.

- Our SEND governor meets with our SENDCo to discuss provision and the needs of your children. We can signpost you to support groups and forums.
- We have a good, professional relationship with a range of outside agencies and services e.g. the Educational Psychologist team, the Speech and Language team, the Occupational Therapy team, the Learning Inclusion team, the Social Communication team, the Family Link team and Social Services.
- We have a team of qualified First Aiders. We have access to the School Nurse. There is a policy for the administration of medicine.
- Risk assessments and identified differentiated plans are put into place for children with specific needs when planning trips or extra-curricular activities. Our school is 'wheelchair' friendly. Most staff have had training in restraint (Team Teach) and behaviour modification. Please look at our Behaviour Policy on our website. All students take part in the SEAL social skills programme.
- We have a small, inviting group room for 1:1 and group work, for activities such as social skills groups, working on specific PLP targets and occupational therapy.
- Independent learning is promoted through the use of visual timetables, homework and ICT.
- Regular meetings take place with our parents, staff and outside agencies to review the needs of our children. To ensure the best possible provision and support for your children we like to include you and our staff working together in making decisions. Communication between our school and you, as parents, is vital to our approach and we value your opinions and concerns.

Reviewed July 2018
Julia Edwards



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