



CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY



Ready For The Future

Information Report on Special Educational Needs

2023/2024



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General Information

Children with Special Educational Needs and/or Disabilities (SEND) all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

Below is some specific information relevant to Special Educational Needs in our school:

Special Educational Needs and Disabilities Co-Ordinator (SEND) & Named Governor

Our school's Special Educational Needs Co-ordinator (SENDCo) is Mrs Butterworth, you can contact Mrs Butterworth using the email senco@stjamesacademy.co.uk or the school telephone number 01924 251048.

Our nominated governor for SEND is Claire Holding. Mrs Holding works with Mrs Butterworth to ensure school is supported with and questioned about our SEND provision.

Policy

To find out information about how we identify, support and make provision for children with SEND, please read our SEND policy which is available from the school and can be found on our website on the policies page. Paper copies of policies are available on request.

Waves of SEND support at St James



Image from -

<https://thirdspacelearning.com/blog/quality-first-teaching/>

Wave one – (Universal) Quality First Teaching-

Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching is led by the class teacher and includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others.

Wave two (targeted) these are usually group interventions.

Wave three – (specialist) individual and personalised support.



Step 1 - Learner Profile (LP) – a learning profile is an A4 sheet and gives key information which an adult working closely with a child needs to know in order to support and teach the child well. It includes the child's voice.

Step 2 – Supporting Me to Learn Plan (SMTLP) Children move to step two if a Learner Profile isn't supporting the needs of the child and/or their academic attainment is two or more years below their actual age.

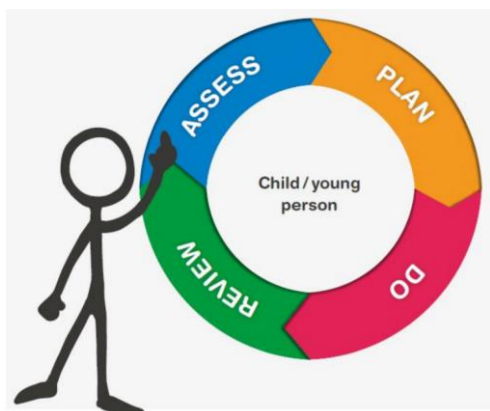
Supporting Me to Learn Plan (SMTLP) – a Supporting Me To Learn Plan is an A4 page which includes short term targets that the child is working towards. It also has a section for both the child's and their parent/carers voice and a section on what is working well and what isn't working well.

Step 3- My Support Plan (MSP) If outside agencies are regularly involved with a child and a child isn't making progress on their targets a child will move to a My Support Plan (MSP). The plan provides a more coordinated, family centred and personalised planning approach.

Step 4 – Education and Health Care Plan (EHCP). If an MSP isn't supporting a child's needs. An EHC plan is a legally-binding document outlining a child or teenager's special educational, health, and social care needs. The document has to list all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. The plan names the school/setting which is to provide the provision and the plan is legally enforceable ultimately through Judicial Review.

EHC plans are for those children (0-16) or young people (16-19) or adults (19-25) with special educational needs who require support beyond that which an educational setting can provide at SEN support. A child who has educational needs may also have additional health and social care needs and those can be included in the plan so long as they relate to education. You cannot have a freestanding EHCP for health or social care reasons alone.

Reviewing Support



<http://www.complexneeds.org.uk/modules/Module-1.2-The-legislative-context-edition-2/B/downloads/m02p065b/response-to-suspected-sen-support-needs.pdf>

Image from <http://www.complexneeds.org.uk/modules/Module-1.2-The-legislative-context-edition-2/B/downloads/m02p065b/response-to-suspected-sen-support-needs.pdf>

At St James, we use the assess, plan, do review process to ensure children are working on the best targets to support their needs. Before any targets are written children are assessed. Assessments can come from a number of people: teachers, children, class teachers, support staff, advisory teachers and the SENDCO to ensure a whole picture of the child is made.



Assessments are then used to plan the child's targets. Once the targets are planned the class teacher will discuss these with the SENDCO, the child and the child's parents/carers. The child will work on their targets, either in the classroom, out of the classroom, in a group or individually. These targets are then reviewed by the child, the staff member working with the child on each target and their class teacher. The evaluations will then be used as part of the assessment process to plan the next set of targets.

This cycle happens three times a year. Targets are termly but can be changed if a child meets their target before the next review point.

Targets usually last from:

- September to December
- January to March
- April to July

September targets are written in July and are used as part of the transition process. Children and their parents/carers are involved in this process. Children who are on an EHC plan also have an annual review.

What is an Annual Review?

The Local Authority (LA) must review your child's Statement of Special Educational Needs at least every year (every six months for children under five). Early or interim reviews can be called if necessary.

It is the responsibility of the school to organise the annual review and it is usually held at the school. Everyone who is involved with your child is invited to attend or send written comments. The meeting will:

- Consider your child's progress and whether the EHC plan is still appropriate for your child's needs.
- Record changes that need to be made to your child's EHC plan.
- Set new targets for the next year to be used to update the Supporting Me To Learn Plans.
- They provide an opportunity for you and your child to share your views with the School and the Local Authority.

Child Involvement

We give children the opportunity to share their voice about their likes and dislikes, what they are good at, what they need help with and their aspirations through discussions, picture cards, drawings or writings. We use 'All About Me Booklets' for My Support Plans and EHC Plan review. Children evaluate the success of their targets on their Supporting Me To Learn Plans using words, pictures or smiley faces.

Children always have their voice heard at review meetings they are able to share their views and hear what adults have to say about their strengths. Children's voice is always shared with parents.



Parent/Carer Involvement

We strongly encourage and welcome parent/carers involvement to support children's individual needs in school. Parents can email, call in and request meetings with the class teacher and SENDCO and provide updates on their children at any time throughout the academic year. We encourage parents to contact class teachers as the first point of contact for parents. On top of the SEND target reviews, there are also three parent evenings a year and a full written report at the end of the school year.

SEND register

What is the SEND register?

The SEND register is a list of children who have been identified as requiring SEN Support. This support is additional to and above the support given to children through quality first teaching.

When are children placed on the SEND register?

Children are placed on the register if they are at the Supporting Me To Learn/My Support Plan level of SEND support or they are on an EHC Plan. There is a monitoring system for children on a Learner Profile or who have a diagnose but don't have short term targets. The monitoring register is regularly checked in line with pupil progress meetings.

Here are St James we support children with a range of needs including:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Autism
- ADHD
- Medical needs
- Physical Difficulties
- Communication difficulties
- Children who need support with their mental health.

As of the 10th September 2023 we had 30 children on our SEND register.

- 7 children had an Education, Health, Care (EHC) plan.
- 23 children were on SEN Support - 2 of these are children on a My Support Plan.

External Agencies

As a school we seek advice from a number of external agencies so that we can support all children to the best of our abilities.

These agencies include:

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Educational Psychology Service (EP)
- Habitation team
- Speech and Language Therapy (SALT)
- English as an Additional Language support teacher (EAL)



- Occupational Therapy (OT)
- Physiotherapy
- Child and Adolescence Mental Health Services (CAMHS)
- Future In Mind.
- WISENDS Wakefield Inclusion and SEND Support Service



WISENDSS@wakefield.gov.uk

WISENDS are a team of Inclusion teachers with individual areas of specialisms.

They offer support and training at an individual or whole school level in the areas of Autism (ASD), Speech Language and Communication Needs (SLCN), Social Emotional and Mental Health (SEMH) and Learning Support.

What they do

- Deliver training to school staff.
- Work directly with children and young people in their school setting.
- Provide advice and support to schools to develop ways of working that best support their pupils.
- Help schools plan and identify what to do now and how to support in the future.
- Support the child or young person to take part, have a voice and be fully involved in plans.
- Work closely with other agencies.

The SENDCO (Jenny Butterworth) has a planning meeting with the school's WISENDSS link teacher (Paul Rhodes) and WISENDSS communication and interaction advisory teacher (Sarah Latham) termly to review the progress of children and discuss next steps. Paul offers support and advice including signposting to other agencies.

The Local Offer website <http://wakefield.mylocaloffer.org>



The Local Offer provides information for children and young people with special educational needs and/or disabilities (SEND) and their parents or carers in a single place. It shows



families what they can expect from a range of local agencies including education, health and social care

The local offer provides links to Wakefield Early Support Advice Information Liaison (WESAIL)

Wakefield Early Support Advice Information Liaison (WESAIL)

This service is available to parents and carers of a child or a young person, who has, or may have Special Educational Needs and/or Disabilities (SEND) aged 0-25 years who are living within the Wakefield District.

The contract for this service is currently held by Family Action <https://www.family-action.org.uk/what-we-do/children-families/wesail/>

You can contact Wakefield WESAIL SENDIASS Monday to Friday, between 9:00am and 5:00pm.

- Phone: 01924 965588
- Email: wesail@family-action.org.uk
- Find us on Facebook
- Address: Family Action WESAIL, Suite 6, Orion Office Express, Benton Office Park, 5 Bennett Avenue, Horbury
Wakefield
WF4 5R

What do WESAIL do?

Wakefield Early Support, Advice, Information and Liaison (WESAIL) provides a free, confidential and impartial service - which means they do not take sides and try to ensure everyone is given opportunities to express their views and feel listened to.

WESAIL provide information, advice, support and signposting according to need by either telephone or where needed, on an individual or targeted basis or through events and workshops. WESAIL share details of events on the Local Offer, their Facebook page and provide information through the Information Network.

WESAIL offers information covering a range of matters relating to Special Educational Needs and/or Disabilities (SEND) including education, health, social care, personalisation, personal budgets along with benefits and leisure.

The aim of the WESAIL service is to support children, young people, their parents, carers and families by providing information to navigate systems and processes so that they can play an active role in decision making about matters relating to their or their children's health, education, social care to support and empower them in meeting their child's needs and promoting self-advocacy.

Referrals for support can be made by telephone or directly to the service by either:

- Young People
- Parents or Carers



- Someone working with the family where the parent/carer or young person has given consent

WESAIL Trained Staff and Expertise

WESAIL continue to have very positive relationships with outside agencies to ensure there is a clear understanding of our roles in supporting children. Many of the WESAIL staff have received training from the above agencies and as a result they have expertise in the following areas:

- Autism
- Speech and Language
- Supporting children with Visual and Hearing Impairments
- Behaviour Needs Medical needs
- Children with Specific Learning difficulties

Deployment of our staff and resources

Mrs Butterworth has three full days dedicated to SEND, these are usually Mondays, Tuesdays and Wednesdays.

We currently have currently have eight 1:1 Special Needs Assistants (SNA) supporting 5 children who require a 1:1 adult to support them with their individual curriculums, technology and/or for their safety.

We have nine Educational Support Assistants (ESA) who support Quality First Teaching in the classroom and targeted interventions in the afternoons.

Our Resources include:

- A small provision room to support children working on the Engagement Model curriculum in Key Stage One.
- Sensory toys and equipment
- A range of books
- Games and activities to support children with their social communication
- VI and HI equipment
- Speech and Language Programmes and resources
- OT recommended equipment to support a range of needs and a range of programmes and resources to support children with learning and memory difficulties
- We also have a wide range of resources to support children's emotional wellbeing,
- We have Clicker 8, this is a computer programme which supports children to build sentences.
- We have assisted technology in place when recommended and supported from the Specialist Speech and Language Team.
- Rainbow words when recommended for children from advisory teachers.
- Fresh Start Phonics for children in year 5 and 6.
- Toolkits to support Quality First Teaching for the four areas of SEND.
- A whole school provision map which outlines resources for the four areas of SEND.



Links with other schools

Our school has strong links with Crigglestone Nursery and Kettlethorpe High School. The transfer of information is thorough. Meetings take place between relevant members of staff. If a child at the end of Key Stage Two has an Education Health Care Plan, then the High School SENDCo will be invited to the Annual/EHCP Review in Year 5 with parents' consent. We work closely with Kettlethorpe High School to ensure a smooth transition for our year 6 children and arrange extra visits where appropriate. If a child is due to start our school from Nursery has identified needs then Mrs Butterworth will attend the EHCP Review/Phase Transfer meeting and arrange for the child to have extra visits and meet the staff who will be working with them.

If a child with an EHCP or SEND support comes to us during the year, we will ensure the child has a smooth transition. We will contact and liaise with the previous school to help gain a strong understanding of the child's needs and the support that we can give them in school. We will also arrange a meeting with parents and with the child to enable us to hear all views and voices.

Staff Development over the last academic year

- Sarah Latham and Paul Rhodes (WISENDSS advisory teachers) have led Autism called 'Making Sense of Autism' training to teachers and ESAs. This training will be followed this year with a training session called 'Good Autism Practice.
- Our Educational Psychologist (Rob Begon) led a whole day training session for teachers and ESAs on Emotional Coaching.
- Jenny Butterworth (SENDSCO) attended 2 training sessions about PDA.
- Jenny Butterworth led a staff meeting on the writing Supporting Me To Learn Plans.
- Jenny Butterworth has worked one to one with all teachers to develop understanding of the children in their class and writing Supporting Me To Learn plans.
- Paul Rhodes (WISENDSS) lead a teacher training session about Dyslexia and how to support children in the classroom.
- Sarah Latham (WISENDSS) has led a training session about understanding ADHD in the classroom.
- Jenny Butterworth has led a small group training see

Training arranged so for this academic year (2023/2024)

Autism Education Training (AET) training from Sarah Latham (WISENDSS commination and interaction advisory teacher)

Jenny Butterworth to lead staff training on the school SEND register and class provision.

SLT to lead training on adaptive teaching.



Complaints procedure

For any concerns or complaints please follow the school's complaints policy. This can be found on the school website in Complaints and Unreasonable Complaints Policy. The school knowledge handbook also explains the procedure to follow. These can be found on the school website <https://www.stjamesacademy.co.uk>

If you would like to talk to someone in school about Special Educational Needs please contact Mrs Butterworth senco@stjamesacademy.co.uk /01924 251048.