



SEND Information Report 2022-2024



The name and contact details of the SEN Co-Ordinator:

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The name and contact details of the Designated Teacher for Looked After Children:

Clare Cousins St James Infant and preschool

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All teachers at St James Infant and Pre- School share responsibility for maximising achievement of all pupils and making individual arrangements accordingly.

**The kinds of
Special
Educational
Needs which are
provided for in
our school**

At SJIS we support a diverse range of Special Education needs and pride ourselves on the nurture that we offer every individual child in our care. We support children with EHC plans in addition to others who may be placed on our SEN register or require healthcare support. We work in partnership with specialist provisions and schools within our trust and are able to provide specialist support from private professionals who are part of our school-based provision, on site. This year our children have access to Occupational Therapy, Speech and Language therapist, Teacher of the Deaf, Visual Impairment Team, Educational psychologist and our children's counsellor, where this is identified as essential to support their development.

The school meets the needs of children who may have difficulties linked to:

- Cognition and learning- Dyslexia, Dyspraxia, Dyscalculia and varying degrees of learning difficulties
- Communication and Interaction-Speech, Language and Communication Needs, Autistic Spectrum Disorders
- Social, Emotional and Mental Health-Attachment disorders, ADHD, ADD including children with anxiety difficulties
- Sensory or physical difficulties- Hearing Impairments, Physical disabilities, Visual Impairments (this includes supporting and understanding a range of medical needs, including those that may require specialist training.)

We currently have 7 children at SJIS who have an Educational Health Care Plan which has been produced by West Northamptonshire County Council. Children may also have an individual education plan (IEP), One Page Profile or high needs funding to ensure their needs are met.

	<p>We fully comply with: SEN Code of Practice 2015 Equality Act 2010 Children and Families Act 2014</p>
<p>Our school's policies for identifying children and young people with SEN and assessing their needs</p>	<p>All children identified on our SEN register will work in partnership with their teacher to create an IEP. This focusses on their strengths, pupil and parent voice and aspirations for the year. These documents are essential to ensuring that staff are aware of difficulties and adaptations associated with the school day. Where additional support or interventions may be in place, teachers, support staff and the school's SENCO work in partnership to create learning plans that ensure the cycle of assess, plan, do and review is clearly evident. Learning plans take account of parental views and parents are consulted throughout the process.</p> <p>Targets are individual to each child (IEP's) and carefully monitor the progress they are making and the levels of support that they require. IEP's are reviewed regularly in line with parent meetings and reports.</p> <p>Annual review meetings for children with EHC plans will be held annually and documentation will be submitted to West Northamptonshire County Council for review and agreement. Parent and child views will form a large part of this process as will observations made by class teachers and the SENCO.</p> <p>On starting school we will talk with parents and carers about their children in order to plan effectively to meet their needs. As parents are the first educators of their child their knowledge is essential. On home visits and initial meetings we ask whether parents have any concerns about their children – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once they start school.</p> <p>Where a child has attended a previous setting we use information from that setting to plan the best programme of support to develop a Transition Plan. We will also contact any specialist services that support your child.</p> <p>The progress of all pupils is assessed and monitored regularly so that when a pupil is not making expected progress, the need for additional support can quickly be identified. School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having impact. This means that we can support any Special Educational Needs arising.</p> <p>Any child identified as having a special educational need and/or disability is identified on the SEND register.</p> <p>We take great care to establish whether progress is affected because a pupil has attendance issues, has English as an additional language (EAL) or a hearing or visual difficulty.</p> <p>We also work with specialist services who provide expertise in finding out the type and range of the student's needs.</p>

Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and targets will be given in reading, writing, maths.
- Pre-school children can be assessed using 'Development Profile' as well as class based assessments.
- SEND children receiving additional interventions or support are identified on a Provision map which will be reviewed every term, as an integral part of Pupil Progress Meetings and the plan for the next term made.
- Children with an EHC Plan will have an IEP which will be reviewed every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed yearly, at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Staff at SJIS will share learning plans and progress made during their parent consultations before continuing the cycle of assess, plan, do, review. Where children may have a diagnosis of need but do not require high levels of support, a learning plan may not be necessary. All children follow our yearly PIXL assessment plan to assess progress in relation to their stage of development.
- Where specialist assessment is required, evidence of need will be gathered and referrals made to outside agencies, including:
 - Educational Psychology
 - Specialist Support Service
 - NHS Speech and language
 - Community Pediatrics
 - CAHMS2
 - MHST
 - The school nursing service
 - Other key agencies accessed via the referral management center
- Annual reviews are held for EHCP children as per the guidelines and dates placed by West Northamptonshire County Council.

We are fortunate to work with private specialist Play Therapist. This year one child is being funded through SGO funding. Where therapy or intervention is provided by these professionals, targets are clearly defined in partnership with the SENCO/class teachers and meetings are held regularly to track progress. All work with specialist professionals is agreed in advance with parents and where full assessments have taken place reports and next steps produced are discussed informal meetings. Where concerns, observations and assessment meet the criteria for an

	<p>EHCP assessment, evidence is collated in partnership with staff, the family and the child and applications are submitted by the school's SENCO.</p>
<p>How our school evaluates the effectiveness of its provision for children and young people with SEN</p>	<p>The monitoring and evaluation of the effectiveness of our SEN provision is carried out as follows:</p> <ul style="list-style-type: none"> • Pupil voice is collected for One Page Profile's once a year in line with EHCP reviews • End of year progress reports written by class teachers • Provision Maps reflecting EHCP targets and provision over the year. • Discussion with parents and carers, at parents evenings and via appointments made with staff members or the SENCO <p>Discussions recorded on My Concern</p> <ul style="list-style-type: none"> • Observations and learning walks carried out by the head teacher, subject leaders, SENDCO, senior leaders or colleagues from INMAT trust schools. • Book scrutiny completed by senior leaders/curriculum leads • Pupil progress meetings between class teachers and members of the senior leadership team • Tracking and monitoring of pupil progress using PIXL and iTrack primary online tools • Annual review meetings • EHA meetings- where an Early Help Plan is relevant to the family <ul style="list-style-type: none"> • Analysing of attendance records <ul style="list-style-type: none"> • Analysing behaviour logs or class records • Through the use of intervention trackers and teaching assistant intervention logs • Governor learning walks • Creation and regular reviewing of the SEN action plan- led by the SENCO

Our approach to teaching children and young people with SEN. Including how adaptations are made to the curriculum and learning environment of children and young people with SEN.

At SJIS we understand high quality first teaching is crucial to the development of all of our children. For children with SEN it is important that they feel part of our whole school community, in addition to the community they are part of in their classroom. Access to teaching opportunities led by a qualified teacher are important and we work to ensure that where possible time spent out of the classroom environment is minimal. To enable our children to fully access learning opportunities, key adaptations and intervention is applied. During the past year, we have worked hard to develop the provision for a learner who experiences sensory difficulties.

This year we have transformed an unused office into a work space and a preschool room into a quiet area, these can be accessed by any child attending our school and provides a calm and welcoming space to support self-regulation.

The social, emotional and mental health of our children remains a priority and The Kaleidoscope room promotes this further.

Where targeted interventions are frequently accessed through colour therapy. This year the room has been equipped to offer sensory circuits. Sensory circuits are also being set up in the hall to help meet targets for our EHCP children.

Other key approaches used may include:

- An attachment focused 'Team around the child approach' to support children who may find establishing trusting relationships difficult
- Key adults who check in regularly with identified individuals
- Worry books and home school communication books
- Sensory boxes and baskets within classrooms. Many of our classrooms use flexible seating to support regulation
- Sensory/ heavy work breaks during learning to support concentration and attention
- Specialist equipment including the use of technology where children find recording work difficult
- Access to outside agencies, counsellors, nurture support and specialist private services onsite- especially where NHS waiting lists can be long
- Safe zones and dens
- Lessons planned to meet a range of learning styles and active practical learning opportunities
- The opportunity to learn through experiences such as visitors and Educational Visits

	<ul style="list-style-type: none"> • Interventions designed to support resilience, self-esteem and confidence • Personalised reward systems to support motivation • Outreach work with alternate provisions where specialist support is needed • Access to the curriculum via adapted activities and outcomes • Access to pastoral support and the support of support staff with abroad range of expertise and skills • The use of visual timetables and resources • Lunchtime quiet time space for children who find accessing the playground difficult • Focussed targeted intervention to support with core skills in reading, writing, maths and phonics (Read, write inc
<p>Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>	<p>The children at SJIS are appreciative and understanding of the uniqueness of others. Differences and individuality are celebrated. Children attending our school have open access to our Pastoral Family Support team.</p> <p>The school are working hard to become attachment and dyslexia friendly and value the supportive and trusting relationships that are built and maintained. One of our development actions this year is to improve staffs' understanding and expertise in ASD as 7 of our EHCP children have autistic traits.</p> <p>The whole school community received Attachment Training and it was recapped during the September training day. The SENCO and head teacher provide training opportunities for staff to support their understanding of SEN and professional development.</p> <p>The school used the My Concern system for safeguarding and additionally this is used to monitor where wellbeing and emotional concerns may be present.</p> <p>Wellbeing trackers are used to assess wellbeing and identify children needing extra support.</p> <p>All staff follow a code of conduct and the school's behaviour policy.</p> <p>IEP's ensure that adults working with specific children with SEN understand how best to communicate with them to understand any concerns or worries they may have.</p> <p>Children have access to our Pastoral Support team.</p> <p>Hand of Trust is used throughout the school to ensure every child knows who the can talk to.</p> <p>The school has an anti-bullying policy.</p> <p>Adults focus on providing children with positive social role models and encourage children to be respectful and tolerant.</p>

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<p>Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p> <p>And</p> <p>How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people’s special educational needs and supporting their families</p>	<p>All staff received training focused on Attachment Awareness and ASD in September. Two members of staff are trained in ‘Talking Success’ and another in ‘Nelli’.</p> <p>Following staff questionnaires at the beginning of term ASD was identified as a training need and further training is planned regarding ASD; the Educational psychologist is delivering this in January. As well as training for two members of staff off site.</p> <p>The school’s pastoral and family support worker has a range of experience regarding children’s SEMH need and supports other key members of staff in implementing interventions and programs.</p> <p>The 1:1 staff hold regular teaching assistant meetings where they share resources and experiences and have the opportunity to talk and support each other.</p> <p>The school adopts a ‘team around the child’ approach for many individual children in our care. The school continues to work with the Educational Psychology service and other key outside agencies and readily accepts support where needed.</p> <p>During staff meetings this year in-house training was delivered by the SENCO and focused on areas of need, Provision Maps, IEPs and ‘Smart targets’, accountability and support in the classroom.</p>
<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p>Pupil voice is crucial, supporting an understanding and empathy for how children attending SJIS perceive school.</p> <p>Opportunities are regularly taken to talk to children with SEN, our SEN children talk openly and proudly about their experiences, difficulties and strengths.</p> <p>IEP’s/One Page Profile’s can be accessed by all members of staff on the One Drive and shared with the next teacher during transition meetings.</p> <p>Relationships with pupils, especially regarding those with SEMH difficulties are established and trusting. The Pupil Support Officer regularly checks in with children who need a little extra support. She is also available for them to ‘pop’ and see if the need to talk.</p>

	<p>Where supportive resources are needed or suggested by specialist professional, children are offered choice and time is taken to ensure that the type of resource used is as supportive as intended.</p> <p>Records of pupil voice and wellbeing are kept using My Concern and are monitored closely.</p>
<p>Arrangements for consulting parents of children with special educational needs and involving them in their child's education</p>	<p>Children's progress is monitored closely across the school and parents are offered consultations via parent's evenings, school reports and review meetings with the SENCO.</p> <p>Parents have access to the SENCO email address and communication is handled sensitively and promptly.</p> <p>The SENCO is available on the playground to speak to parents three days per week. Parents are additionally able to communicate with class teachers via email and the class Dojo app.</p> <p>If a child experiences a challenging day, parents are made aware of this and information is logged on My Concern. Following challenging behaviours that may be experienced, children maybe offered time in a safe space before incidences are calmly discussed and the cycle of reparation is considered.</p> <p>Many members of staff are trained in 'Team Teach' and de-escalation strategies. There are bean bags placed throughout the school.</p> <p>During annual review meetings parental voice is recorded. The school has supported a number of parents in more complex cases where EHCP mediation and tribunal may be necessary.</p> <p><u>This year we invited in NPFG to meet with SEND parents to answer questions and offer support.</u></p>
<p>Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)</p>	<p>For the majority of children leaving SJIS in year 2, they will attend The Abbey Academy. Last summer and this coming year, the two schools have been working hard to develop closer links. Teachers in year 2 have been forging links with the year 3 staff and a comprehensive package of transition activities are being put in place. During the Summer term, key members of staff meet with the junior school SENCO and transition meetings are held.</p> <p>This year the Sendco attended EHCP review for a child transitioning to year 3.</p> <p>Additional tours and visits are offered. This year the SENCO accompanied a parent on a visit to a special provision.</p> <p>Files and key documentation is handled sensitively and securely between settings.</p> <p>In cases where a child with an EHCP maybe moving to a specialist provision ,an end of key stage annual review is completed and ks2 staff are invited to attend. In these cases transitional arrangements often differ and children may be offered additional transition days that have been arranged by their new school.</p> <p>Prior to our EYFS children joining SJIS , the SENCO and members of the foundation stage team visit preschool settings.</p> <p>Parents of children with medical needs are invited to attend a meeting to enable a healthcare plan to be put into place. Where training is needed SJIS endeavor to have this in place prior to the child attending. Where toileting needs are present the school has an intimate care policy in place.</p>
<p>Arrangements made by the governing body relating to the treatment of complaints from</p>	<p>Complaints made are treated sensitively and seriously by the headteacher and the governing body. Where parents wish to pursue this, they will be directed to the complaints procedures detailed in the Complaints Policy.</p>

parents of pupils with special educational needs concerning the provision made at the school.	
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The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

(Please refer to our school's Safeguarding Policy for details of how we access the Early Help Team and Multi-Agency Safeguarding Hub)

Links with other services:

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Parent Partnership Service: Contact Number: 01604 636111 <http://www.npps.info/>

Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

Information on where the local authority's local offer is published.

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offe>

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