St James' CE First School and Nursery School

Special Educational Needs and Disability School Information Report 2024-25

From September 2014, all schools and academies have been required to publish information about their Special Educational Needs and Disability (SEND) provision. In Dorset, this forms part of a Local Offer, which provides information and guidance on services for children and young people, aged 0-25, with SEND. Information regarding education, health, social care, preparing children for adulthood and leisure can be found on this dedicated website: https://www.dorsetforyou.gov.uk/local-offer

The SEND Code of Practice focuses on providing the right support for children and young people from 0 to 25 who have a special educational need and / or disability. This Code of Practice will categorise children in two categories of need. These are

- SEN support and Education
- Health Care Plan – (EHCP)

Children at SEN support require intervention from outside agencies such as Speech Therapy and are provided with intervention programmes in school.

Children who have an EHCP require a higher level of support and are allocated funding which the school uses to provide resources to support individual children.

Within the Code of Practice, there are four categories of need. Some children will only have one category of need whilst others will have more than one. The categories are:

• **Communication and Interaction**, including speech and language communication needs and Autism.

• **Cognition and Learning** including specific learning difficulties and moderate learning difficulties

• **Social, Emotional and Mental Health** including ADHD

• **Sensory and/or Physical** including physical disability, blindness or hearing impairment.

What kinds of Special Educational Needs are provided for?

At St James CE First School and Nursery our aim is to improve the lives of all our children and narrow the gap so that the experience of the majority is the experience of all.

We are a small village school and feel passionately about improving the lives of all our children who come from a variety of cultural and social backgrounds. We have a team of dedicated teachers and teaching assistants who plan an exciting curriculum.

At St James we have high aspirations for all our children including those that are identified as having SEND. We strive to ensure that all our children achieve their best, make great choices and that they become confident individuals living fulfilling lives. We aim to make sure that our children transition successfully to the next stage of their education.

Currently at our school we are supporting children across 3 broad areas of need. We are an inclusive school and aim to provide quality first teaching to all our children.

How we identify children with SEND?

Prior to starting school, a child may have already been identified with Special Educational needs or Disability. Where a child is known to have SEND, we work closely with parents and supporting agencies to ensure transition into school is as smooth as possible and to plan so that the child settles well into Early Years.

As a school we identify and assess pupils with special educational needs by:

- Talking and listening to parents and if possible the child
- Referrals from parents or carers
- Using information from prior settings such as pre-schools
- Formal test results
- Key stage results
- EYFS baseline date
- Year one phonic screening
- Teacher observations and data collection analysis
- Assessments of reading, spelling and maths
- Results from outside screening tests such as dyslexia screening or speech therapy assessments
- When we are initially concerned that a child is not making expected progress or reaching age related expectations – ARE.

We will first meet or email parents / carers to discuss our findings. We will then make a plan of actions to support the child in school and parents at home. This may involve putting interventions in school to support learning or referring the children for further testing by the speech therapist, Specialist teacher or the community paediatrician.

We use a graduated response, in which we assess, plan, do and review. This allows us to show all that we have tried to help with that child over a period of time. This gives parents and carers a clear vision of what we have put in place to support their child and a timeline to show what will happen if this support does not make the desired impact.

Teachers will complete a 360 diagnostic assessment to identify key areas of need and then an Individual SEN passport (An Assess, plan, do, review document) for the child, involving parents and the child in setting the targets.

The support plan is reviewed frequently and new targets are set. For further information, please see our Inclusion policy on our website.

Which outside agencies do we work with?

We work with a number of outside agencies including:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers and services
- Speech and Language services
- Hearing and Vision support services
- School Nurse Community Paediatrician
- Behaviour Support service
- SEN provision leads
- Early help team

We have an assigned locality team of Specialist teacher, Educational Psychologist, Early help advisor and SEN provision lead who work closely with us to assess individual needs using the graduated response and how they can best support schools and families. Where necessary we work closely with this team plus from Dorset County to seek specialist provision for our pupils if and when appropriate.

How do I contact the SENDCO?

Our school SENDCO is Mrs Kathryn Cousins. She can be contacted at school by phone or email. Telephone: 01425 653063 Email: office@alderholt.dorset.sch.uk. Please mark the email FAO- Kathryn Cousins.

How do we consult with parents / carers who have a child on the SEND register?

Where we have a concern, your child's teacher will ask to speak or email you privately. Every child's needs are individual and we aim to provide individualised support based on their needs. If there is a need for additional support, your child's class teacher will organise intervention to support their needs. We will let you know when this will take place and keep you updated as to your child's progress. We use an assess, plan, do, review structure to monitor progress. We are able to adjust the intervention if the impact is not as great as we hoped or if the child has made enough progress.

If your child has been identified as needing additional support from outside agencies such as speech therapy or Specialist services we will arrange for this to happen. Sometimes the child will be seen in school and other times you will be required to take your child to an appointment outside of school.

If your child has an Education, Health, Care plan – EHCP, there will be an annual review meeting arranged with you and your child (if appropriate) involving the class teacher, SENDCO, head teacher and any professionals involved with your child. This may be completed either in person or virtually. Your child's progress will be reviewed and further provision will be discussed. This is in addition to the regular and on-going review of support which is undertaken for all children with an EHCP.

How do I raise a concern about my child's provision?

You are very welcome to email your child's class teacher at any time using the staff email address staff@alderholt.dorset.sch.uk . If the problem is not solved then please contact Mrs Cousins. If the issue is still not resolved then please email and/ or make an appointment to see the head teacher. If you still feel that our school has not responded appropriately to your issue, please contact the chair of our local school committee via the school office to discuss the issue confidentially. Please refer to our complaints procedure should you need to seek further advice.

How do we involve your child in their education?

The views of all children are very important when support is initiated and reviewed. Class teachers and support staff will discuss your child's individual targets with them and involve them in the process. They will be asked about how they feel they are progressing and what they can do to make more progress. If they have an EHCP, their views are a part of the review process and incorporated into the annual review paperwork completed by the SENDCO.

How do we approach teaching young people with SEND?

We have high expectations for all our children. We are an inclusive school and all children are given equal opportunities and access to a stimulating curriculum, offering a wide range of activities. We support children with a variety of needs including speech and language difficulties, dyslexia, autism, ADHD and social and emotional needs. We use a variety of interventions to support children including

- Daily reading
- Pre-teach and catch up work in literacy and numeracy
- Handwriting practise
- Phonics
- Emotional health and pastoral support

• Visual timetables

• Social stories and comic strips

• Outreach support from Beaucroft School

• Speech therapy support

• Individualised timetables and curriculum

• Specific resources such as pencil grips, wobble cushions or writing slopes

• Sensory / fiddle toys

We also have quiet rooms where children can work with a teaching assistant, a pastoral care room, a wonderful field and outside space, climbing equipment to support gross motor development and two higher level teaching assistants with expertise in pastoral support, speech and language and a wealth of experience working with children with complex needs. Our teachers and teaching assistants support children on an individual basis or as part of a group and cover topics such as friendship, anger, anxiety and self-esteem.

How do we evaluate the effectiveness of the provision we make for children or young people with SEND?

Class teachers meet regularly with their teaching assistant and the SENDCO to discuss progress. The impact of the intervention is measured at the end of a short timescale to ensure they are effective. We carry out assessments regularly so we can see how much progress your child has made. The SENDCO submits an annual report to the governors to evaluate SEND provision.

How might we support your child with transition to the next class within St James' or to their next school?

Towards the end of each school year, class teachers meet to share information about all children before they move to the next year group. We try to make each transition as smooth as possible by giving the children ample opportunities to meet their new teacher, see their new classroom and to understand a little about the routines on their new class. For children with SEND, this provision is increased and the new class teacher may take photos of themselves and other staff as well as the classroom, cloakroom, toilets etc so that the child can look at these and can feel reassured over the summer holiday. For year 4 children, the SENDCO and class teacher meets with the school to which they will be transitioning to and a firm transition plan is made. Children will have many opportunities to meet the adults in the receiving school and be involved in the transition process. Parents will be kept informed about these meetings.

What training do our staff have to work with children who have SEND?

All staff have access to training opportunities and many will use their own time to develop their knowledge of particular children within their class. We also work closely with SENSS, Outreach and speech therapy to provide ongoing support for staff who are dealing with more challenging children with SEND so that we provide a consistent and effective response their each individual's needs. Where it is particularly relevant to levels of need, staff in both school and nursery are attending ASD training across this academic year.

Several staff members recently attended Therapeutic Thinking training that focussed on a whole school approach to developing positive behaviours, relationships and supporting an inclusive approach to classroom management. This is currently being rolled out to all staff in school. All staff received Relational practice training lead by our specialist teacher from County. This year all staff are also completing training on Zones of Regulation and I Can Problem Solve, delivered by our education psychologist team. We will then be working as a staff to integrate these theories into our relational practice approach. Mrs Cousins is currently studying for her SENDCO qualification to be completed December 2024.

For further information please access the following websites:

St James CE First School and Nursery SEND policies can be found by following this link: Home | St James' Church of England First School, Alderholt

Information on the Dorset Local Offer: https://www.dorsetforyou.gov.uk/children/sendisability/local-offer

SENDIASS: http://www.dorsetforyou.gov.uk/parent-partnership-service

SENDIASS is a free, impartial and confidential service who provide information, advice and support to:

- children and young people aged 0-25 with special educational needs (SEN) and/or a disability
- parents and carers of children and young people with SEN and/or a disability

They work with:

- the Local Council
- education and training providers
- the Voluntary sector
- other agencies

They aim for parents and carers, children and young people to play an informed part in:

- planning provision
- agreeing outcomes to meet SEN SENDIASS Officers are trained in SEN.

They will help you:

- to express your views for your assessment or for meetings
- if there's a disagreement
- find other support
- by listening to your concerns and talking about your choices/options

For more information, contact the SENDIASS Team.

Early Help Hub: Early Help – Dorset - Pan-Dorset Safeguarding Children Partnership (pdscp.co.uk)

Early Help hub offer help to families that are facing problems or are likely to face problems in the future if the issues are not sorted. They want to make sure we find out about any problems early and help stop them from becoming bigger issues. The support they offer includes:

- targeted individual support
- access to positive activities
- group work with children and young people
- access to parent support groups
- help with periods of change in a child's life

Dorset Parent Carer Council: http://www.dorsetparentcarercouncil.co.uk

Dorset Parent Carer Council is run by parents for parents and their families. They work to provide a strong and united voice for families in Dorset aiming to inform all agencies that offer help, advice and benefits to our children and ourselves.

Rose Road Association: https://www.roseroad.org.uk/

The Association provides a range of services for young disabled people aged 0 - 25, their parents, families and carers. This includes support completing forms for parents to express their views during the EHCP application process.

Reviewed and updated by: Kathryn Cousins

November 2023

Next reviewed: November 2024