St James' Church of England Junior School

Developing the love of life and learning in a caring Christian community

Special Educational Needs and Disability (SEND) Information Report 26-27

Reviewed by:	Emma Faulkner
Date Approved by FGB:	
Review Cycle:	Annually
Next Review due:	October 2027

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website https://st-james-junior.co.uk/

You can also ask a member of staff to make a copy or send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Introduction

Welcome to our SEND information report which is part of our Local Offer for learners with Special Educational Needs and Disabilities (SEND.)

The SEND Information Report outlines the strategies to ensure the effective provision for children with Special Educational Needs and Disabilities (SEND) at St James' C of E Junior School.

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information

Where can I find Gloucestershire's local offer?

Our local authority's (Gloucestershire) local offer is published here:
https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page

1. What types of SEN does the school provide for?

Definition

A pupil has SEND if they have a learning difficulty which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the pupils of the same age, or
- A disability which prevents or hinders them from making use of the facilities provided for others of the same age in mainstream schools.

(Send Code of Practice 2014)
(Equality Act 2010)

St. James C of E Junior School is a mainstream school which prides itself in being inclusive. The school is well equipped and experienced in working with children who have a range of special educational needs and disabilities.

Our school provides for pupils with the following needs:

The 'code of Practice' has four main areas which cover Special educational needs or disability. There areas are:

- **Communication and Interaction (C & I)**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty expressing themselves, understanding what is being said to them, or not yet understanding or using the social rules of communication.

Children on the Autistic Spectrum are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and Learning (C & L)**

Support for learning difficulties may be required when children and young people learn at a significantly slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific areas of learning. These encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties (SEMH)**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Children may also have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs (S.I or Ph.I)**

Children may require special educational provision because they have a disability and/or medical condition which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may be age related and may fluctuate over time, they could relate to physical disability, vision impairment, hearing impairment or multi-sensory impairment.

Our School recognises that children with SEND often have needs which cut across the four broad areas of need described above. The school therefore carries out detailed assessments of individual needs so that all areas of difficulty are identified, not simply the primary need.

Full SEND Code of Practice can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

2. Which staff will support my child, and what training have they had?

Inclusion Lead/ SENDCO- Mrs Emma Faulkner B.Ed(Hons), NASENCo, NPQSL

efaulkner@sjjs.dgat.org.uk

SEND Governor- Bethany Butler

bbutler@his.dgat.org.uk

Headteacher- Emma Gardiner

Head@sjjs.dgat.org.uk

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Emma Faulkner

Mrs Faulkner has 25 years experience in this role and is part of the Senior leadership team. She is a qualified teacher and holds the National Award in Special Educational Needs Co-ordination (2012) and National Professional Qualification in Senior Leadership (2025)

She is a full time member of staff managing Inclusion-(SENDCo, PP Lead, DDsl, Designated Teacher and EAL Coordinator) and Teaches Y4 one day a week.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching Partners(TPs)

We have a team of 8 TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

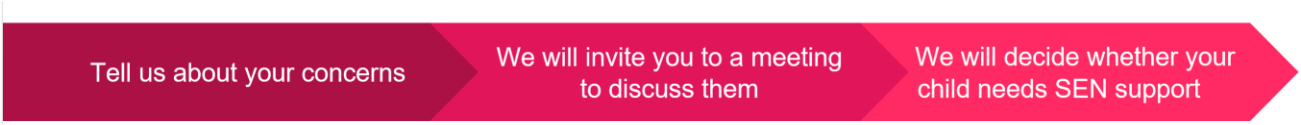
We have teaching assistants who are trained to deliver Specific interventions for Speech and Language

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Health visitors
- Voluntary sector organisations
- Young Minds Matter.

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO, Mrs Emma Faulkner who will be in touch to discuss your concerns.

You can also contact the SENCO directly on 01452 520714.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

At different times in their school career, a child or young person may have a special educational need. Children may be identified as having Special Educational Needs and/or Disability (SEND) using a variety of information including:

1. Liaison with Infant School or previous school
2. Child performing below age related expectation.
3. Class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.
4. Concerns raised by Parent/Carer
5. Through termly Pupil Progress Meetings held between the Teachers/Teaching Assistants/Head teacher/SENDCo
6. Liaison with external agencies e.g. Speech & Language Therapist/ Health Services
7. Health diagnosis through paediatrician/doctor
8. Discussion through Parent/Teacher reviews
9. Using Local Authority guidelines following the Gloucestershire 'Graduated pathway' (Assess, Plan, Do, Review).

At our school, we recognise the importance of early identification of SEND. Early identification and response will improve the long-term outcomes for children.

Learners can fall behind in school for lots of reasons. Any barriers to learning are identified such as:

- English as An Additional Language
- Pupils who have experienced Adverse Childhood experiences (ACES)
- Disadvantaged Pupils receiving Pupil Premium
- Attendance and Punctuality
- Being a Looked After Child
- Medical or Physical needs or Disability
- Pupils on CP/CiN plan or open to Early Help
- Pupils who come from a low starting point from Nursery or Reception
- Pupils who have complex family circumstances or lack of family engagement.
- Pupils who have experienced multiple school moves
- Summer born children
- Pupils who have been impacted greatly by the Covid-19 Pandemic.

Following the school 'Inclusion Pathway' (see appendices) Class teachers can raise concerns with the SENDCO/SLT using the cause for concern, early identification form.
Where barriers to learning continue to impact on a child's progress, they may be placed on the SEND register with Parents agreement.

5. How will the school measure my child's progress?

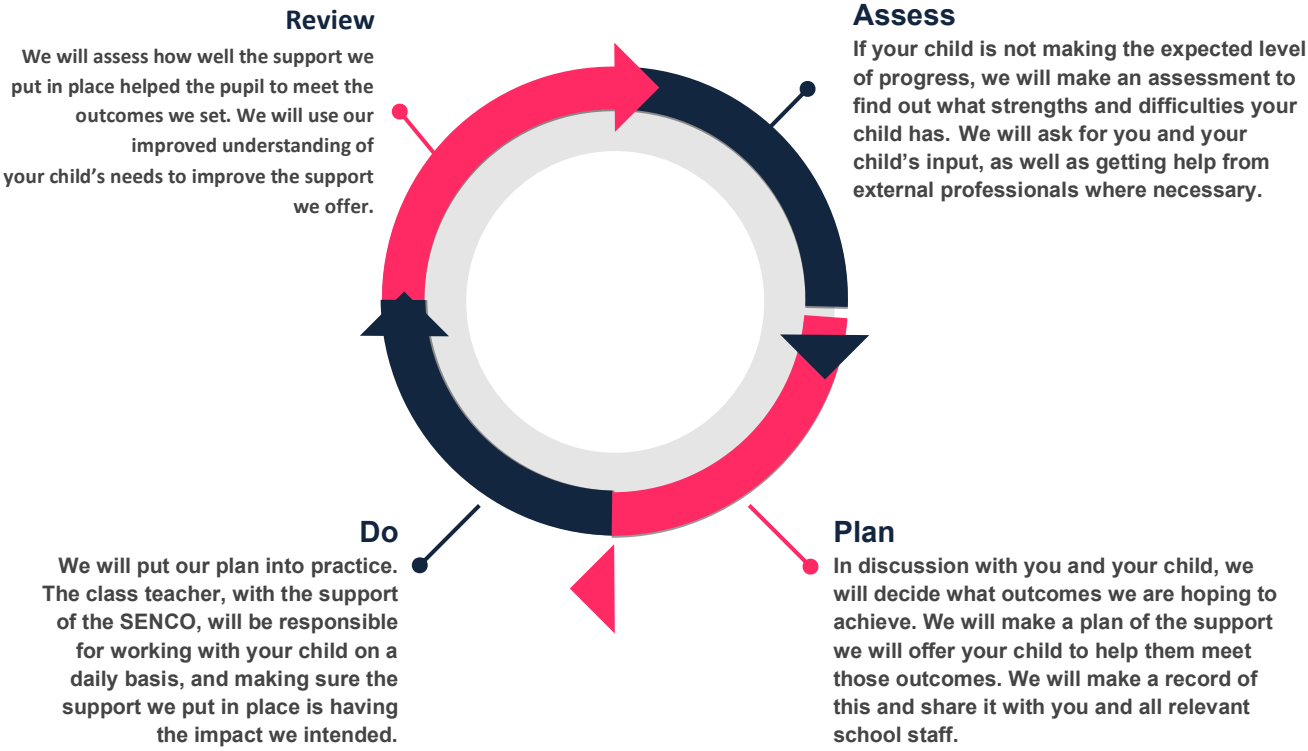
The class teacher is responsible for the teaching and progress of all children including pupils with SEND in their class. Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at St James' C of E Junior are proud of our Teachers and their development. The Teacher standards are available here- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers__Standards.pdf

The progress of all pupils is discussed at termly Pupil Progress meetings (three times a year) and any additional support needed to address any barriers or gaps in learning will be agreed. These decisions will then be shared and discussed with parents and carers, either at the parent consultation meetings or a specially arranged meeting.

The SENDCo, Emma Faulkner, will closely monitor all teaching, provision and progress of any child requiring additional support across the school in conjunction with the senior leadership team. Every child on the SEND register will have a 'My Plan' created that is specific to their needs. This will be shared with parents. Pupils on the SEND register will have their plan reviewed at least three times a year.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

The school uses Parent/Teacher Reviews where an emphasis is placed on a partnership approach between Parents/Carers and school. Individual outcomes, levels of attainments and details of any interventions are shared. Parents/Carers are advised how to support their children using curriculum plans for each year group and individualised My Plan outcomes. The SENCO may also attend these meetings to provide extra support.

Your child may have individual outcomes which are detailed on their My Plan/ My Plan Plus if they have been placed on the SEND register, which will be reviewed termly.

If your child has complex SEND they may have EHC Plan (Education, Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress.

We offer an open-door policy where you are welcome to make an appointment to meet with either the class teacher, SENDCo or Head teacher to discuss any concerns you have about your child's progress.

7. How will my child be involved in decisions made about their education?

We value and celebrate each child expressing their views on all aspects of school life. One of the ways we do this is through the School Council which has an open forum for any pupil issues or viewpoints to be raised. There is also an pupil questionnaire which is undertaken every other year.
If your child has an EHC Plan then their views will be obtained before any meetings and they are encouraged to participate in their Annual Review.

All Pupils with will have individual Pupil Profiles which gather their views about their aspirations, what helps and hinders their learning.

8. How will the school adapt its teaching for my child?

St James' C of E Junior School follows the Gloucestershire Graduated Pathway as outlined by Gloucestershire County Council. Using this model, children's needs will be met at different levels:

Universal level (wave 1) describes quality inclusive teaching (QFT) which considers the learning needs of all the pupils in the classroom. It includes providing adapted work and creating an inclusive learning environment.

Support at this level may include examples such as: word mats, key vocabulary, visual timetables, practical apparatus for maths, pencil grips, fiddle toys and writing frames.

Targeted level (wave 2) describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work towards or at age-related expectations. They are often targeted at a group of pupils with similar needs.

Support at this level may include examples such as specific reading, writing and maths interventions (Eg number stacks, Slice and Scribe) pre-learning and over-learning, speech and language interventions, chunking information, SEMH interventions (Eg Drawing and Talking, The Incredible 5-point scale) and reward charts with with individualized targets.

It may be that at this level, a child may be identified as having SEND. If this is the case, the class teacher and SENDCO will discuss with the parents/carers to:

- formally let them know that their child is being placed at the *SEN Support* level
- discuss assessments that have been completed
- agree a plan and provision for the next term.

The child will have a My Plan with some outcomes for the child to work towards. The class teacher usually writes the My Plan with the support of the SENDCO if required and shares it with parents/carers at parents evening so they give their input and discuss progress towards the outcomes. This Plan will be monitored 3 times a year.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' from the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. There are three stages to the graduated pathway: My Plan, My Plan + and EHCP.

Specialist level (wave 3) describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Support at this level may include examples such a safe space and work station, bespoke timetable tailored to the child's needs, intervention by specialist (Eg play therapist and speech and language therapist) movement breaks and a total communication environment.

Children who need this more specialist intervention will usually have a **My Plan Plus** or **Educational health care plan (EHCP).** There is also a more thorough assessment that accompanies the plan and input from outside agencies such as speech and language or an Educational Psychologist. These will also be reviewed three times a year and children with an EHCP will have a more formal review once a year.

Education, Health and Care Plan (EHC Plan)

If children fail to make progress, in spite of high quality, targeted support, we may work with parents/carers to apply to for an EHC assessment. When deciding whether to request an EHC assessment the school will follow Local Authority guidelines and advice. An EHC Assessment may lead to the production of an EHC Plan. The purpose of an EHC plan is to make special educational provision to meet the needs of the child; this may involve providing extra funding in the form of a personal budget.

If the application for an EHC Plan is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. EHC plans are designed to secure the best possible outcomes the child across education, health and social care.

Full details of the graduated support can be found on our Whole school Provision map. (see appendices)

9. How will the school evaluate whether the support in place is helping my child?

Monitoring progress is an integral part of teaching and leadership within St James C of E Junior School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are

involved in each step. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENDCO evaluates the effectiveness of provision for pupils with SEND by:

- Monitoring pupils' individual progress towards their goals each term
- Monitoring the impact of interventions
- Using pupil questionnaires
- Using feedback forms for intervention leads and class teachers.

10. How will the school resources be secured for my child?

St James C of E Junior School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described as a notional budget and is held within the schools main budget. The amount of funding we received for 2025-2027 can be given on request.

The SENDCo holds a small budget for resources to support learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All children are included in all parts of the school curriculum including extra-curricular activities and school trips, where reasonable adjustments can be made. A risk assessment is carried out prior to any off site activity to ensure all health & safety considerations are addressed.

Our Accessibility Policy can be found here: Microsoft Word - Accessibity Plan Nov 2021 - Final

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We seek to be an inclusive school, welcoming children from all background and abilities. All applications will be treated on merit and in a sensitive manner. The only restriction we place on entry is that of number. Our admissions Policy can be found on the School website: https://st-james-junior.co.uk/

It is our wish for parents to find a place for their child at the school of their choice. However, this is not always possible, due to excess demand on the places available. A child's level of ability is irrelevant to this school's admissions policy, as are any special needs the child may have.

13. How does the school support pupils with disabilities?

The School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

We work closely with a range of Health professionals including Physiotherapists, Occupational Therapists, Speech and Language Therapist, School Nurse Service, as well the Advisory Teaching Service. These services offer advice, assessments and staff training as needed.

The school building has an accessible toilet and ramps installed to support access into and around the school building.

Virtual multi-agency meetings are arranged at times which allow parents and carers to attend. We value what parents/ carers tell us about their children.

Please refer to Medical Conditions policy for additional support for pupils with medical needs and Our Accessibility Plan.

14. How will the school support my child's mental health and emotional and social development?

We are an inclusive school which welcomes and celebrates diversity. All staff appreciate the importance of building self-esteem and emotional well-being so that every child feels valued and respected.

The class teachers have overall responsibility for the pastoral, medical and social care of every child in their class, and should be contacted via the school Office. If further pastoral support is required, the class teacher can discuss these needs with the SENDCo , Mrs Faulkner At this stage, pastoral interventions may be put in place or external professionals may become involved to deliver specialist intervention such as Play Therapy, Young Minds Matter.

In addition, all classes follow the SCARF and Goodness and Mercy (PSCHCE and Safeguarding) curriculum to develop pupils Social Emotional and Mental Health.

If a child has social emotional difficulties, a Behaviour Support Plan would be used to identify specific difficulties, effective strategies, specific rewards and sanctions, which will be agreed with Parents/Carers. After any significant incident we support children to reflect on their behaviour. This helps to identify why the incident has occurred and what the child can do differently.

We promote positive friendships through PSCHE and Circle Time. Parents can contact the Inclusion Lead Mrs Faulkner to seek additional support for Behaviour and Routines at home (See Offer of Early Help)

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. St James' C of E Junior School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Parents of new children are encouraged to visit the school website and contact the school prior to starting.

Any children who find "change" difficult are prepared for any transition. Additional support would depend on your child's needs and may include the use of transition book/plan and extra visits.

We liaise closely with Infant and secondary school staff, ensuring all relevant paperwork is passed on and the needs of your child are discussed and understood. Planning for transition is a part of our provision for all learners with SEND.

Moving classes will be discussed with you and your child at their summer term review meeting or parent's evening. Transition to Secondary schools will be discussed in the Autumn term of Year 6 to ensure time for planning and preparation.

If your child has complex needs and an Education, Health Care Plan, transition will be discussed as part of the annual review in Y5.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher for looked after children is Mrs Emma Faulkner-Inclusion Lead, she will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Regular communication between school and home will ensure that any concerns are promptly addressed. Complaints about SEND provision in our school should be made to the class teacher in the first instance and a meeting arranged with the SENDCO- Mrs Faulkner and Head teacher Mrs Gardiner, where if the matter cannot be resolved will then be referred to the school's complaints policy.

Who can I contact for Further information?

Your main point of contact should always be the class teacher, but you are welcome to speak to the Headteacher, or the SENDCo, by contacting the office and making an appointment. You can also get further information by looking at our Policies on the website.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. Please also look at our Offer of Early Help, which can be found on our website:

To see what support is available to you locally, have a look at Gloucestershire's local offer which publishes information about the support available on their website:
https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: SENDIASS is a service to support parents of SEND children. Further details of the support they provide can be access at. https://sendiassglos.org.uk/

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Inclusion Pathway
What to do if a pupil is not making progress

Is the pupil's learning personalised within lessons (i.e. through Quality First Teaching) and could their difficulty be remedied through visual aids, prompts, learning of a skill, learning topic/keywords etc?

Yes

If relevant, speak with a member of the Inclusion Team to discuss how you could support the pupil further.

YES

Continue to monitor progress until improvement is sustained. Discuss with the Inclusion Team further if necessary.

No

Look at SJJS SEND bank of QFT Strategies. Are these strategies implemented within your classroom? Implement new strategies and monitor progress- Is the pupil improving?

Complete a Cause for Concern Record Cause for Concern completed by Class Teacher and references strategies that have already been trialled and the impact this is having.

Meeting is arranged with SENDCo & Class Teacher to discuss this form and strategies already tried. Agreed future strategies, referencing SEN Information Report, are noted on form and future review meeting is put in diary. Primary need of the child to be discussed at this meeting. Concern is shared with Parents

Is the lack of progress due to behavioural issues?

YES

Are the behavioural difficulties the result of frustrations linked to the students SEN need?

YES

No

Inclusion Lead observes teaching in this interim period and assesses the quality of support put in place. Subject Lead should be involved if need is subject specific.

Meeting to review Cause for Concern is held.

-If concerns persist following high quality input/intervention, My Assessment is completed with the family to investigate family history and early child development.

-Pupil Voice is collected – What does the pupil say they find difficult?

No

Behaviour Support

Dependant on the severity of the behaviour a Behaviour Support Plan (BSP) or Pastoral Support Plan (PSP) may be put in place. The child may also receive additional support from our **Pastoral Support Workers.**

Follow the school's Behaviour Policy and log incidents on C POMS. SLT will log incidents on CPOMS as appropriate and records will be referenced by the Inclusion team.

The Inclusion Lead May need to obtain more/new specialist advice E.G/ EIS or GFAPS

The Inclusion Lead may need to obtain more /new specialist advice from Ed Psych, CAMHS etc.

Individualised Provision-

The Inclusion Lead will contact you to plan further action. This may include the following:

- Additional strategies to try
- Additional resources to use in lessons
- Further supportive lesson observations
- Screener
- Additional support outside the main classroom
- The Inclusion Lead may request support from outside agencies e.g. SALT, Ed Psych, OT
- Adding the child to the SEN register
- Writing a My Plan

The Class teacher **would be required to engage parents/ carers** throughout the process.

St James' C of E Junior School- Whole School Provision Map

WHOLE SCHOOL PROVSION MAP		
QUALITY FIRST TEACHING/Universal –All Children – (SEND MONITORING)	**Targeted- some children** (SEND SUPORRT/TAF-My Plan)	**Specialist-few children** (MY PLAN+/EHCP/CIN/CP (In addition to Targeted)
ASSESSMENT		
• My Profile completed • AFL consistently applied • Appropriate level of marking, feedback and child response • Scaffolding • Pupil self-evaluation through triangles • SEND ref process used to support possible identification of SEN • Pupil progress meetings to identify underachievement and takes appropriate action • All staff understand challenging behaviours may mask underlying SEN, particularly Speech Language communication needs • Observational assessments • SATs and year group tests • Phonic screening • School requests parents organise hearing or eye sight tests	• Early help assessment • Families First Plus • Specific targets on support plan • Observational assessments (TA's) • Additional standardised reading and spelling assessments • Verbal/non-verbal testing • Specialist assessment from Paediatrician (SNAP IV, Connors, Australian) S&L/OT/ATS/EP • Reading/Comprehension Age – Salford • Boxhall profile • SDQ's • Behaviour Support Plans	• Specific targets on support plan • EHCP details • CAHMS guidance/report • Social Care guidance/report • GFAPS/outreach involvement • Special School Outreach involvement

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RESOURCES: STAFFING AND EQUIPMENT		
• Visual timetables • ICT hardware and software supports pupils development of independence • Laptops • Maths equipment to aid counting and calculation accessible • High interest/low reading age books • Learning prompts are accessible and visible from all areas of the classroom/outdoors • Literacy aids and augmentation visible and accessible from all areas of the classroom • Communication Friendly Classrooms and learning spaces	• Range of targeted pupil groupings as directed, planned for and monitored by CT • Range of specific resources for Literacy, Phonics and Maths to narrow the gap • Sensory equipment to support Hyper/Hypo/proprioceptive etc • CPD programme for staff related to pupil need • Attendance at CYPS/ Paediatrician appointments • Training for all staff to understand Attachment and Trauma, Mental Health, Dyslexia and sensory difficulties • Regular liaison between support staff and CT re: targeted provision • Regular meetings with outside agencies • Use of specific equipment/resources for child's particular needs, in line with accessibility plan (Hearing aids) • Range of pastoral interventions led by experienced trained TA • Coloured screens for individual children depending on dyslexia screen: Coloured exercise books, IW screen	• Additional specific interventions identified by My Plan • Range of targeted groupings as directed, planned for and monitored by CT • Additional CPD programme for staff related to pupil need • Training for all staff to understand SEMH/ASD • Regular liaison between support staff and CT – regular targeted provision, additional time with external specialist e.g. physiotherapists, • S&L therapist, ATS, EP • Regular meetings with paediatrician, S&L, ATS, EP • Use of specific equipment/resources for child's particular needs, in line with accessibility plan • Key Adult

	• Writing slope	
TEACHING AND LEARNING		
• High expectations • Plans address range of differentiation • Strategies to support children with high incidence needs are utilised • Clear and specific KLP • KLP matches level of ability and need • CT gives equal teaching time/attention to all children • Pace and pitch meets needs of all children • Lessons respond to pupils' interest • As much as possible multi-sensory approaches are evident • TA's for Literacy and Maths in each class.	• Pre-teaching facilitated by TA • Over-learning by TA • Quality My plans, My plan+, PSP tailored to child's needs, referred to when planning • Targets clearly outline discrete teaching goals for individual pupils • Implementing advice from specialist agencies in teaching and on personalised plans • Teaching promotes generalisation of new skills learnt in intervention	• Provision and planning for pupils supported by external expertise • EHCP requirements translates into daily provision • Whole school/class activities and learning sequences adapted to enable all pupils to access.
Targeted provision: interventions (including duration and frequency)		
• Focussed feedback sessions from marking to address misconceptions • Additional feedback from marking with support for structured response • Maths Meetings	• Specific/targeted provision/intervention in small groups • 1:1 teaching • Combination of 1:1, paired and small group as appropriate • Monitoring of intervention programmes to ensure QFT delivered in all programmes	Specific interventions some through 1:1 Plans identify hours for all interventions – academic and pastoral.

	• SEN children taught by all members of staff including CT throughout the week	
Cognition and Learning		
Reading: • Additional reading sessions (support staff and trained volunteers) • Additional phonic support sessions • Additional story times • Additional songs, rhymes, memory games and sequencing games • Additional games to support visual discrimination • Additional comprehension lessons for inference and deduction to be taught • Reading for a variety of purposes	**Daily 1:1 reading** **Precision monitoring** **Additional comprehension support** **Practice reading 1:1** **Focus group intervention** **Beanstalk** **Read with Me volunteers.**	**1:1 readers** **1:1 Phonics tutoring.**
Phonics and Spelling: • Spelling banks • Augmentation of letters and sounds to support multi-sensory learning • Individual spellings identified in marking feedback • Individual spellings list for homework	**Additional RWI phonics to over teach sessions and set up pre-teaching** **Spelling interventions (Apples and Pears)**	**Toe by Toe** **Precision monitoring** **Spelling intervention (Apples and Pears)** **1-1 tutoring phonics (read write inc)** **SNIP Programme**

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Writing: • Talk for write process with focus on memorising text • Word banks • Sentence starters • Talking tins to recall structured sentences • Booster groups to facilitate pre-teaching • Following child's interests to access and inspire writing processes • Hook to begin all writing tasks	**Fine Fizzy** **And Next! (sequencing cards to support ideas for story/sentence writing when working on capital letters and full stops +other punctuation)** **Scaffolding** **Writing models** **Indiviualised sentence starters.** **Substitution table**	**Write from the Start** **Individualised curriculum,** **Scribes**
Maths: • Structured Passport practice • Additional reasoning • Additional STOPS lessons	**Focus group intervention during Maths**	**1:1 teaching**

• **Additional maths comprehension lessons which link with reading comp** • **Maths lessons structured – Skills, application, Mastery**	**Meeting.** **Numicon**	**Individualised curriculum.**
Communication and Interaction • Effective talk partners and talk strategies embedded in lessons • Key Vocab directly taught	Apples friends programme 30 mins/week S&L groups led by experienced and trained TA Listening skills groups Language acquisition and development groups Outdoor learning to support focused literacy	Specific speech interventions as prescribed by S&L therapist Objects of reference (that is real objects) used to represent activities and times of the day

	to support language acquisition and development	
Social, Emotional and Mental Health • PSHE curriculum • Wellbeing weeks • School behaviour policy is adhered to by staff • Emotion Coaching. • Pupils are clear as to the school values • Home/school agreement • Parents are clear as to expectations of punctuality and attendance • Positive emotional environment is engendered through: displays, discrete lessons, adult role models, consistent use of rewards • ACE's identified	Consideration of pupils behaviour for learning is included within every review e.g. self-esteem **Nurturing provision** In School: Early support Nurture room Lunchtime provision Playground mentor support Self-esteem, self-care groups Mighty Moe Forest schools Socially Speaking Drawing on your emotions. Via Referral: VIG	Support and guidance from EP and CAHMS Links with GFAPS Secure, structured and safe learning environment Outreach programme Highly structured behaviour plans Additional counselling Additional Play Therapy Additional bereavement counselling Anger management training Social skills training Access to support for social, interaction and communication difficulties Flexible timetable Referral to LA (attendance) Referral to Navigation Hub

	Counselling provision In school: Blob tree Bereavement What to do when you worry too much. **Via Referral** Art therapy Music therapy Sand play and Sand tray **Managing emotional response** In school: TA's to support emotional response to learning challenges Stress balls, tangle tools (sensory equipment) What to do when your Temper Flares. (anger) What to do when mistakes make you Quake. (resilience) Via referral: CBT	Young Minds Matter.

	Go strengths **Feeling safe and keeping safe** Positive handling plans/risk assessments Team teach strategies employed for positive handling **Attendance** Attendance support meetings	
Sensory and physical Specific activities to support and develop FMS and GMS Additional handwriting practice Outdoor learning challenges to build core strength, co-ordination and dexterity Swimming	Fizzy programme Additional Outdoor learning sessions to build core strength, coordination and dexterity Malleable sessions (play based and through creativity for art and design) Functional Skills groups.	Physio therapist support Structured dance and gym Additional specialist equipment, accessibility plan and SEND profile Weighted blanket Weighted cushions etc

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PARENT PARTNERSHIP		
• Appointments made at mutually convenient times • Start of year meetings outlines expectations and routines • Parents kept informed of attainment/progress at termly parents evening • Actively encouraged to participate in child's learning in school • Interests, views and concerns of parents sought and listened to • Guidance provided for parents in how to support child's learning • Family Support Worker	• Termly parent/carer meetings to share progress and next steps • Home/school liaison books where needed • Use of conversations/My Plans with parents to focus on outcomes and understand needs better • FSW to aid integrated working/navigation to service etc Via referral: • PPP training • Webster Stratton training • Early Help • VIG sessions	Enhanced contact with parents to ensure communication around child's need are met. My Plan+ meetings with Parents and CT. Annual review of EHCP Support and guidance from external agencies
Pupil Voice		
• Pupils involved in identifying next steps in learning • Pupils know their own outcomes • Pupils are aware of differences and these are normalised • Buddying • Evidence of impact of school development sought from vulnerable groups	Pupils contribute to termly reviews and annual reviews Pupils contribute to end of year reports Support to aid contribution include school Council, buddying, voting for responsibilities … My plans, My plan+ are friendly and understood by children	

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LEARNING ENVIRONEMNT		
• Working walls actively reflect on-going work, are interactive and support daily learning • Visual timetables used around the class • Resources use a range of media to engage and excite learning • Resources accessible to pupils • Environment is dyslexia friendly • Learning environment is flexibly used to suit/meet needs • Space is provided for medical interventions	• Regular audit of good practice in flexible learning environments carried out by GB/SLT/SENDCo • Laptops to aid recording • Accessibility to scale of print in room, including teacher writing on board • Use of writing slopes, colour screens, pencil grips etc to support dyslexic tendencies • Risk assessments made for individuals • Activities adjusted accordingly to give inclusion to activities	• Augmentation of learning environment in order to meet specific requirements of support • Accessibility adjusted to enable full access to environment
EXTERNAL SUPPORT AND CPD		
• Guidance and support is available and utilised by CT to support and deepen their understanding of pupils' needs to encourage early identification and intervention • School seeks advice from external specialist agencies in a timely fashion: EP, OT, ATS, S&L, Social Care, Paeds, CYPS, Outreach/GFAPS, school nurse • All staff undertake regular CPD around high incidence needs and apply to everyday teaching including Team Teach	• School seeks further advice from external specialist agencies in a timely fashion	• School works in direct partnership with external support to ensure pupil attends mainstream provision

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