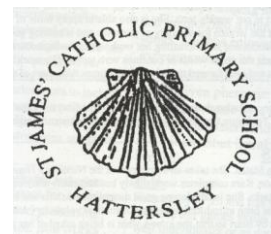


St James Catholic Primary School, Hattersley
SEND Information Report 2025



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Our school recognises that not all children are able to access learning in the same way. As a result of this we are committed to providing a high quality education for all pupils, including those with Special Educational Needs (SEN) and those with disabilities. This Information Report describes how we identify and support pupils with additional needs and how we work in partnership with their families. If you wish to contact us please use the information above.

What special educational needs are provided for at St James?

Our school currently provides additional and/or different provision for a range of needs, which are unique to each child and may include one or a combination of the four areas of difficulty below. The examples given are areas of need we currently support but are not an exhaustive list.

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties.
- Cognition and learning, for example, specific learning difficulties such as dyslexia, dyscalculia, dyspraxia and moderate learning difficulties.
- Social, emotional and mental health difficulties, for example, emotional understanding and wellbeing, and attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy.

How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

Some children come to us with known needs identified by outside agencies and previous educational settings. Some children develop special needs during their time at school. Sometimes parents raise concerns about their child's development by speaking to class teachers during parents' evenings or other informal meetings.

Class teachers will make regular assessments of progress and wellbeing for all pupils and identify those who they may have concerns about. This may include concerns about progress in areas other than attainment, for example, social needs. These can be

discussed with parents and SENCos at any time, including the termly SEN meetings between teachers and SENCos.

All children who have not made expected academic progress are on the school inclusion list and monitored as receiving Quality First Teaching so that we can support them to progress. Those receiving additional and different support, such as afternoon interventions, are monitored as In School Intervention level. Any child who is known to outside agencies is monitored as High Priority on the Inclusion List.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEN, however after regular monitoring if concerns are still present a Cause for Concern Sheet will be completed by the teacher and the parents, and a six week plan of support will be decided and implemented at school and at home.

If concerns continue following the six weeks of support, the plan may be revised or a referral to an outside agency offering further professional support may be made, where appropriate.

If you are at all concerned about your child's needs please contact their class teacher or one of the SEN members of staff above.

How are the children and parents/carers of children with Special Educational Needs involved in their child's education?

At St James' we have an open door policy and have good working relationships with our parents. We have termly parents' evenings, but at any time you may speak to your child's class teacher or make an appointment to speak with the SENCos.

If there are any concerns about your child the class teacher will arrange an early discussion with the pupil and you as parents, which may lead to a Cause for Concern sheet being completed. This will ensure:

- Everyone has a good understanding of the pupil's areas of strength and difficulty.
- We take into account any parental concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to you as parents. If it is decided that your child would benefit from any additional support, you will receive a letter describing the intervention and informing you that due to this additional and different provision your child will now be placed on the SEN register, to be reviewed on completion of the intervention.

If teachers and parents decide a referral to an outside agency will benefit your child this will be done following a discussion with you as parents, so you can contribute fully to the referral and give your full consent. There is also the opportunity for parents/carers to meet with the professionals from the outside agencies we use.

Where a child has received outside agency support, such as an Educational Psychologist report, and been identified as having a special educational need or disability, their progress will be more closely monitored through termly person centered planning meetings called 4 + 1 meetings. These are a chance for all adults, including professionals and parents to share what everyone is pleased about, what we have tried, what we have learned and any concerns. Next steps will be decided to ensure progress continues to be made for these pupils. It is important that all adults at school and at home work as a team to implement these actions so that your child can make the most progress. This may involve you arranging and attending additional appointments or courses etc.

If it is decided a child will benefit from an Educational Health Care Plan (EHCP), a larger meeting to collect more detailed information will be held and the relevant referral paperwork will be completed in collaboration between school, parents and other professionals. Children with an EHCP have annual reviews in addition to 4 +1 meetings to monitor their progress towards targets and the effectiveness of support.

Throughout this process the child is actively involved in evaluating their own needs and progress and given opportunities to share their voice in appropriate ways.

How are my child's targets decided and how is their progress monitored?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** for all children on our Inclusion list as part of our termly SEN meetings with staff. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress, attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.

Where children are High Priority and have external agency support, targets will be chosen and reviewed during termly 4 + 1 meetings with staff and parents, and in addition to the above, when monitoring progress we will take into account:

- The views and experience of parents.
- The pupil's own views.
- Advice from external support services.

Any suggested support, teaching strategies or approaches from external agency reports will be put into an Action Plan and shared with all staff who support the child. These will be reviewed by teachers and SENCos at each term's SEN meeting, and with parents during 4+1 meetings where appropriate, to ensure support is being carried out effectively and is still required.

Children with an EHCP have annual reviews in addition to 4 +1 meetings to monitor their progress towards targets and the effectiveness of support.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

St James' is a small Catholic primary school with a strong sense of community spirit, where all staff and pupils know each other well which helps when children transfer to us. Visits are encouraged and new families are always welcome and shown around our school. Where necessary any child with additional needs entering school can begin their education with us on a part time basis until both the school and the parents feel the child is settled enough to increase their hours.

Staff liaise closely with local preschool and nursery settings. Where needs are highlighted, staff frequently visit the preschool setting to meet and observe the child and for transition meetings. Paperwork is passed on and any staff who will be working with the child are made aware of helpful information. When a child with SEN moves on to a new school, information is shared securely with the new setting.

When children move on to secondary school relevant paperwork is passed on securely. Staff from the relevant secondary schools are invited to visit the children. The SENCos and Year 6 staff will ensure that they have spoken to key staff at the next school when there are particular needs highlighted. In some cases, additional visits to the secondary school can be arranged. To further prepare our pupils for transition at all stages, we ensure that pupils are familiar with their new classroom, teachers and different parts of the school that they will be using at the end of each academic year.

How will school staff support my child in the classroom?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. Teaching will be differentiated for individual pupils and will take into account any suggested support, teaching strategies or approaches from external agency reports, and may include:

- Small group support in class from the teacher, teaching assistant (TA), SSA or Learning Mentor.
- Facilitating access to learning through the appropriate differentiation of tasks and activities, varying teaching style, giving longer processing times, pre-teaching of key vocabulary, post-teaching where necessary, reading instructions aloud, etc.
- Provision of specific, individual support as advised by external agencies, such as reward boxes, calm areas, timers, use of technology etc.
- Extensive use of visual support, such as pictures, coloured overlays and larger font.
- Provision of individual/visual timetables, checklists and now and next boards.
- Individual targets and reward systems.
- Support for structuring writing e.g. writing frames, story maps, etc.

- ICT resources e.g. laptops, iPads, etc.
- Multi-sensory resources such as fidgets, chew jewelry, weighted resources or 'move 'n' sit' cushions to support sensory input needs.
- Practical apparatus.
- Use of workstations or privacy booths to limit distractions.
- Use of ear defenders.

What additional support might my child receive?

In addition to the above support in the classroom we can provide 1:1 and small group interventions to further support your child's progress where necessary. All teaching assistants are trained to deliver interventions, and additionally we have one Specific Support Assistant and one Learning Mentor, specifically trained to support children with SEN.

We can currently provide the following interventions, but the list is not exhaustive as new interventions are added, adapted and removed based on need:

- 1:1 Read Write Inc. intervention
- Fresh Start
- 1:1 Bespoke support
- Nessy
- Comprehension Groups
- Writing Support
- Wasps and Hornets
- Five Minute Box
- Ready to Progress Maths Intervention
- Pre and Post Teaching Singapore Maths
- Nurture group
- Art Therapy
- Lego Therapy
- Lemonade Project
- Speech and Language Therapist and in school SALT support
- Social and Emotional Literacy and wellbeing support
- Zones of Regulation
- Grief Recovery

- MotorSkills United
- Y6 Tuition
- WellComm Interventions

How does the school involve outside agencies?

Following discussions between parents and teachers alongside carefully monitoring, children can be referred to a number of outside agencies to provide support for SEN. We access a range of specialist services, some of these are provided by the Local Authority and others are privately sourced. These include, but are not exhaustive of:

- Tameside Specialist Outreach Service (TSOS) offer a wide range of support for children with SEN including:
Behaviour for Learning and Inclusion.
Communication, Language and Autistic Spectrum Support.
Advisory Teacher Service – Supporting children with specific learning needs e.g. dyslexia, dyspraxia and dyscalculia.
- Local Authority SEN Team
- CAMHS – Child and Adult Mental Health Services
- SALT – Speech and Language Therapist, in school and clinic.
- Educational Psychologist – To observe, assess and make recommendations for pupils with SEN.
- ISCAN – Integrated Service for Children with Additional Needs. This includes Occupational Therapy and Physiotherapy.
- School Nurse and Health Mentor Team
- Community Pediatric Team
- Health Professionals - Visual Impairment Service and Hearing Impairment Service
- Interpreters
- Health Visitor
- Physical Health Emotional Wellbeing (PHEW) charity
- Mental health support services – TogMIND, The Hive, Anthony Seddon Fund, Off the Record
- Local Special Needs Schools and Units – Hawthorns, Oakdale, St John Fischer.
- Parenting support services.

As well as these agencies we work closely with the following agencies to offer support to families as a whole:

- Early Help – A team to support the whole family
- Children's Social Care
- Educational Welfare Officer
- Early Help Assessment Advisors
- Team Around the School

What training have the staff supporting children and young people with SEND had or are having?

Our SENCOs completed the National Award for Special Educational Needs Coordination in 2019. They are allocated time each week to manage SEN provision.

We have a team of support staff, including teaching assistants, an SSA and Learning mentor who are trained to deliver SEN provision. All staff have had Read Write Inc. training. All staff receive regular updates from the school SENDCOs and as needs arise additional training opportunities are planned. All school staff have had training in autism, ADHD and dyslexia.

In addition to this certain staff have had the following training and it is continually ongoing:

- Lego Therapy (a small group programme to develop communication skills)
- Autism Spectrum Disorder awareness
- Delivering Social Stories and Comic Strip Conversation training
- Emotionally Based School Non-Attendance (EBSNA)
- Challenging Behaviours
- Yoga (building confidence and self-esteem)
- Hot Shots (a ten week programme to develop emotional well-being and relaxation)
- ADHD Awareness
- Training on Attachment Disorder
- First Aid
- Paediatric First Aid
- Epilepsy Awareness
- Diabetes training
- Hearing Aid Training - specific staff in use of hearing aids.
- Child Protection training
- CPI positive handling training

- Speech and Language training.
- Elklan speech and language training
- PREVENT training
- SENCo Network meetings
- PSHE Network
- Maths No Problem
- Emotional Literacy Support
- Sensory Processing
- Precision Teaching
- Grief Recovery
- Read Write Inc. Intervention training
- Emotionally Friendly Settings training

How does school obtain equipment and facilities to support children with SEND?

School keep a supply of various pencil grips, writing boards, chew and fiddle toys, timers, coloured overlays, coloured paper and multisensory equipment including foot wobble boards, move and sit cushions, chair bands, ear defenders, and work station screens, to be used by pupils if needed. In some cases children may require specific equipment and resources, for example specific cutlery and stationary for pupils with Development Coordination Disorder. For these occasions the SENCos will liaise with outside agencies for support and guidance to obtain these. Where children have an EHCP with attached funding, this will be used to support the child's learning needs, including purchasing resources.

How do you know if SEND provision is effective?

The SENCos monitor the progress of all children who participate in an intervention. Class teachers and the member of staff who leads the intervention, meet to discuss the impact the work is having. Some interventions have a baseline assessment and final assessment so we can measure how effective it has been, or we use our own. Social, emotional and mental health interventions are evaluated through observation and discussion with the children. We regularly review the interventions we use and change them if they are no longer effective for a child's needs. The SEN team meet termly to discuss the children receiving 1:1 support and support through Nurture Group.

How are pupils with SEND enabled to engage in all aspects of school life?

Every pupil has the opportunity to participate in all aspects of school life, through careful planning and differentiation throughout the day. This includes lunch times and after-school clubs. All school trips (including residential visits) are assessed for suitability for all,

by paying attention to any areas of relevant need for individuals within the year group. Care is taken to inform the providers of any specific needs of pupils, and staff will let parents/guardians/carers know what has been put in place.

No pupil is ever excluded from taking part in any activity because of their SEN or disability.

Our school was built in the 1970s on a hillside location so it has many flights of stairs. All of the ground floor can be accessed via ramps in different locations and we have a disabled toilet. Currently the first floor is not fully accessible. Our community room, The Ark, is fully accessible. Our Disability Access Plan gives more details on our facilities.

Our Admission Policy details the arrangements for admission of children with additional needs and our Disability Access Plan can be found on the school website.

What support will there be for my child's overall wellbeing?

We have an inclusive approach to education and understand that good social and mental health is key to children's development. We teach relationships education to all, and are a My Happy Mind school, using this scheme of work to develop all children's wellbeing. We offer extensive pastoral, spiritual and whole family support. We often identify pupils and their families for these programmes through discussions with parents.

Our Learning Mentor offers 1:1 family support, EHAs and guidance with referrals to other agencies who can offer further family support.

We offer a range of support and interventions to children with needs in behaviour, social skills, emotional literacy, emotional wellbeing, low confidence and low self-esteem. These include:

- Yoga
- Hotshots
- Social groups with a specific focus e.g. sharing, friendship etc.
- Social Stories
- Emotional Regulation
- Zones of Regulation
- Nurture Group
- Art Therapy
- Grief Recovery
- Lemonade Project
- Bespoke 1:1 and small group support

For children who are experiencing difficulties with settling at school due to social, emotional and mental health needs, we provide a nurture group which aims to:

- Provide a safe, nurturing environment.

- Provide experiences that will build confidence, self-esteem, emotional regulation and social skills.
- Help children understand their feelings.
- Help children learn appropriate behaviour whilst understanding that all behaviour is communication.
- Improve the long-term prospects of those at greatest risk of underachievement & exclusion.

Where appropriate we work with outside agencies, such as CAHMS, the Health Mentor, TSOS, TogMIND and The Hive to provide further support for children's social, emotional and mental health, through specific referrals.

We do not accept any form of intolerance or bullying at St James' and we ensure fair treatment for all. We have a Positive Behaviour Policy detailing our approach to this, which includes positive behaviour strategies grounded in respect.

All pupils, including those with SEND are encouraged to participate fully in the life of the school, including School Council, Mini Vinnies and clubs.

How do I raise concerns if I need to?

Parents and carers of children with special educational needs are welcomed into school to discuss any aspect of their child's provision. If parents and carers are not satisfied, or are unsure about any aspect of their child's provision, they should make an appointment with the class teacher, Headteacher or SENCos to discuss this. A formal complaints procedure is in place should parents and carers be dissatisfied with the outcome of any meetings held. A copy of the Complaints Procedure can be obtained from the school office or found on the school website. The Code of Practice outlines additional measures that the Local Authority must set up for preventing and resolving any disagreements. These can be explained if they are required.

Where can I find contact details for other agencies that provide support to children and families?

All information about services available to families of children with SEND can be found on the Tameside Local Offer www.tameside.gov.uk/localoffer.

SENDIASS offer support to families of children with SEND to develop partnerships.

Telephone - 0161 283 4848

Website - www.togethertrust.org.uk/SENDIASS

The charity Our Kids Eyes (OKE) offer support, information and activities to families who have children with special needs or disabilities.

Telephone – 0161 342 5550

Website - <https://www.ourkidseyes.org/>

Alternatively, please come into school and staff will be happy to help you find any information you need.

