



St. James' CE Primary SEND Information Report

Reviewed March 2025



Introduction

- ▶ Welcome to our SEND information report which is part of the Bedford Borough Local Offer for learners with Special Educational Needs and Disabilities (SEND).
<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>
- ▶ The Children and Families Act 2014 requires Local Authorities (LA) and schools to publish and keep under review information on their website about the policy for pupils with SEND at the school. This SEND information report is kept under review and updated annually.



How does the school know if my child needs extra support?

- ▶ St. James is an inclusive school. We strive to ensure all children have equal opportunities to access the curriculum and play a full part in the life of the school.
- ▶ Children with Special Educational Needs and or Disability (SEND) are identified as early as possible within our school. Initial identification is usually by way of discussions, issues or concerns brought by parents or school staff.
- ▶ Transition meetings between settings/schools/classes are encouraged between professionals who may already be involved.
- ▶ Through quality teaching (also referred to as Quality First Teaching [QFT]), teachers continually assess pupils' progress through daily observation, marking and feedback.
- ▶ Early identification is paramount, and therefore staff monitor the children's progress carefully.



What should I do if I think my child has special educational needs?

- ? For children already in the school, speak to your child's class teacher in the first instance. The class teacher may then seek the involvement of the school's Special Educational needs and Disabilities Co-ordinator (SENDCo) for further advice and support.
- ? Speak to the SENDCo, Jess Harris. Appointments can be made via the school office by calling 01234 352721 or emailing senco@stjamesvaschool.co.uk
- ? SEND Governor- Davina Bates



The four areas of need

Cognition & Learning Difficulties

- Specific Learning Difficulties (SPLD) e.g. Dyslexia, Dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound & Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication & Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability PD)



A graduated response

St James' adopt a graduated response when supporting children with SEND:

Quality First Teaching

- All children have access to quality first teaching including learning tailored to suit their individual needs.
- The child is working mostly within their age -related curriculum however, their pace may be slightly slower than their peers.

Targeted Support

- Children are working 12-18 months behind their age-related expectations and require some additional support such as small class-based interventions, nurture groups or precision teaching.
- It's at this point the child will be put on a support plan and will have targets reviewed termly with themselves, their parents, the class teacher and in some cases the SENDCo.

A Personalised Plan

- Children are working significantly (at least 2 years) behind age related expectations despite access to appropriate support. They require more specialist support.



How will the school support my child?

St. James' adopts Quality First Teaching where lessons are well planned, differentiated and delivered. Teachers use a range of assessment techniques to ensure the needs of the learners are being met.

If school and parents agree, outside agencies such as Educational Psychologists or Advisory Teachers may be contacted.

This quality teaching is informed by regular assessment and quality feedback.

Additional class-based support such as small group evidence-based maths and literacy intervention, nurture sessions, play therapy and pre-teaching.



How will you support my child's general wellbeing?

- ▶ The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. For example, we work closely with the Church and other local residents.
- ▶ We are lucky enough to have two play therapists that work with a small selection of children throughout the year. If this is something you feel your child would benefit from please speak to their class teacher.
- ▶ Pupil voice is also important to St James' and children often have the opportunity to express their thoughts and feelings. This is done via pupil governor meetings, agents for change representatives, worship, pupil voice and questionnaires.
- ▶ Children on the SEND register meet with the SENDCo termly to discuss their targets and strategies to support them.
- ▶ Any reports of bullying are taken extremely seriously and deal with quickly. Any behaviour incidences are logged on the school's management system





How will I know how my child is doing?

We encourage parents/carers to play an active role in their child's education through:

- ▶ Meeting with their child's class teacher
- ▶ Termly IEP (individual education plan) review meetings
- ▶ Meetings with school staff and other professionals when needed
- ▶ Informal meetings/phone calls with teachers/SENDCo
- ▶ Book blink sessions
- ▶ End of year reports
- ▶ Class DOJO
- ▶ Home-school contact books (when appropriate)





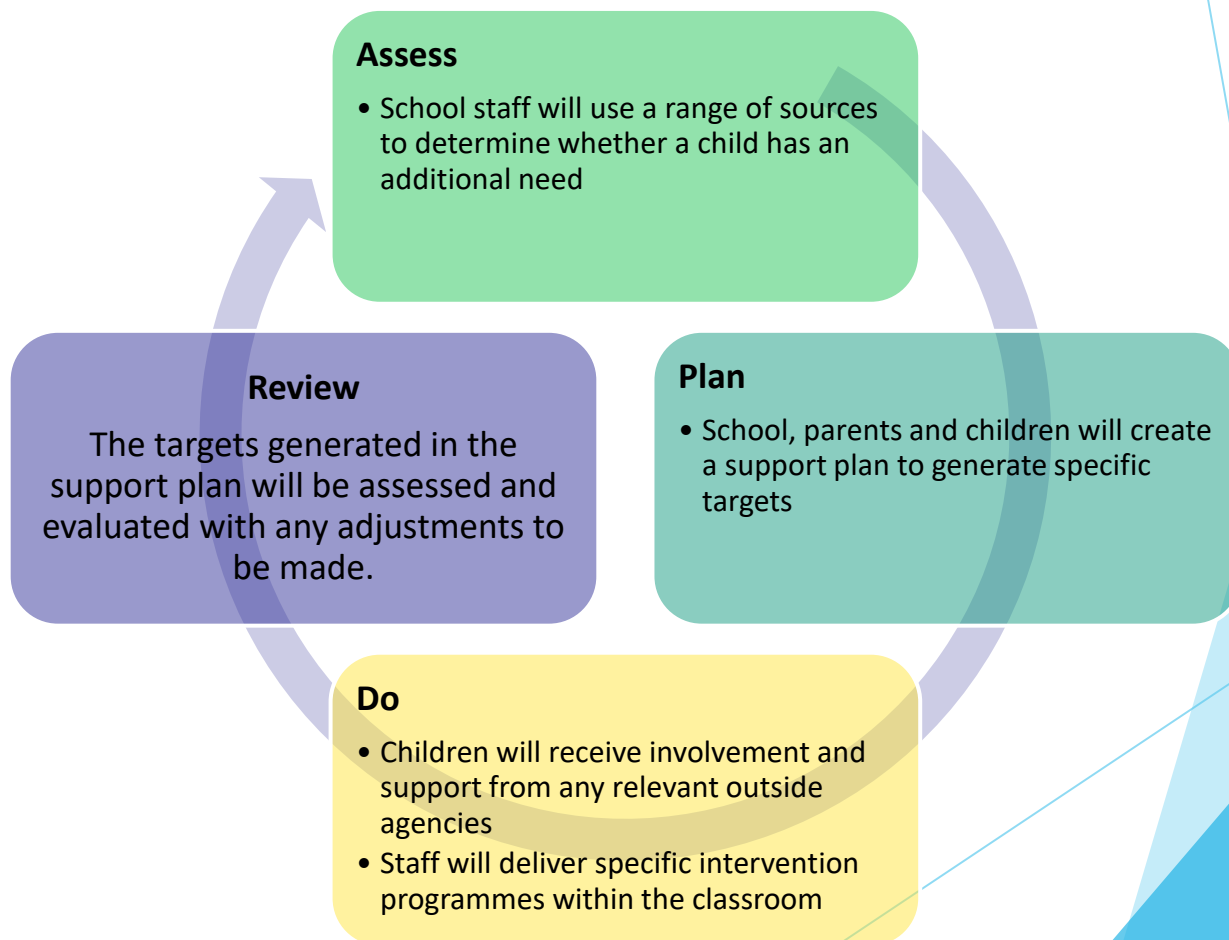
How are children involved in reviewing their progress and planning support?

	Who's involved	How often?
Self assessment	Pupil, Class Teacher	Daily
Class Circle Time	Pupil, Class Teacher	As required
Pupil Governors	Class, Sch Pupil Governor Lead (Mrs De Luca)	Regular termly meetings
Pupil Voice Learning Walk Peer reviews Questionnaires	Pupils, teachers, Trust team, Governors SLT	At least termly
SEN support review meetings	Pupil, parents, class teacher & SENDCo	At least three times a year
Annual reviews of EHC plans	Pupil, parents, SENDCO, support services, Local authority	Once a year unless an interim needs to be held.



How do I know the provision for my child is matched to their needs?

- ▶ St. James' use the 'Assess, Plan, Do, Review' cycle. This means provision is under continuous discussion and therefore can be matched appropriately to the needs of the child.





What training have staff had?

All staff

- ▶ Where relevant, the teachers, TAs and SENDCo work closely with external professionals to implement their advice. In addition, the SENDCo organises training in conjunction with external professionals to inform staff about the specific needs of individual pupils. Training this year has included attachment, trauma, dyslexia and Team Teach
- ▶ The school SENDCo has completed the National SENDCO Award and regularly attends training which is then delivered to all staff.
- ▶ As part of the DSAMAT we have regular training for staff and our SENDCo, with an experienced specialist advisor.





How will you help me support my child at home?

- ▶ We consider the parents role is key to developing the appropriate support for the child in school and at home. We work to ensure there is a consistent approach for the child by ensuring parents are as involved in their child's learning as they can be.
- ▶ Parents are invited to termly support plan meetings where their contribution to their child's targets are valued.
- ▶ Parent questionnaires are sent out annually to gather their views regarding SEND.
- ▶ 'Drop in' sessions are offered with the SENDCo and Educational Psychologist to discuss ways to support your child at home.
- ▶ Bedford Borough run a SEND information, advice and support service (SENDIAS) to help parents. Further information can be found at: <https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/bedford-send-information-advice-and-support-sendias/>





How accessible is the school?

- ▶ The school has easy access with double doors, all ground level and two disabled toilets.
- ▶ The school makes every effort to provide reasonable adjustments to ensure its facilities are accessible.
- ▶ We recommend parents visit our site (always make an appointment first) to make their own assessment of suitability and contact us to discuss any specific requirements. We're willing to liaise with external professionals involved with your child to gain further advice on how we can make the learning environment more accessible.





How does the school prepare and support my child in joining the school, moving classes or transferring to another school?

We recognise transitions can be difficult for a child with SEND and we take steps to ensure any transition is as smooth as possible.

If your child is joining us from another school:

- ▶ The SENDCo will visit pre-schools with the Foundation Stage Leader when appropriate
- ▶ Your child will be able to visit our school and stay for taster sessions if appropriate

If your child is moving to another school:

- ▶ We will contact the school SENDCo and ensure they know about any special arrangements or support needing to be made for your child. Where possible, a planning meeting will take place with the SENDCo
- ▶ We will make sure all records about your child are passed on as soon as possible
- ▶ The SENDCo is happy to accompany parents to visit schools wherever possible.

When moving classes in school:

- ▶ Information will be passed on to the new class teacher in advance and in all cases a planning meeting will take place with the new teacher. Support plans will be shared with the new teacher



How is extra support allocated?

- ▶ The school budget includes money for supporting children with SEND.
- ▶ The Headteacher works with the Trust & Governing body to decide on the deployment of resources for Special Educational Needs and Disabilities.
- ▶ The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.
- ▶ Having an EHCP does not necessarily mean a 1:1 Teaching Assistant is allocated.



Parental Quotes

“I’m so very thankful for the SEND support at St James, my son is awaiting his diagnosis and the school has done everything they can do for him and it’s made such a massive positive impact on our lives in school and at home. I will forever sing your praises and be very thankful that my son is at your school.”

“My son was diagnosed as dyslexic at the end of Year *. Since his diagnosis the school has done a fantastic job to meet his needs and boost his confidence. We’ve seen great progress in the past 6 months.”





Student Quotes

“My teachers give me work that is a bit different to my friends so I can read it easier.”

“I like learning now. I didn’t before but I understand it better now.”

“I like to learn in my own unique way. Like a flower.”

“The teachers try to make our learning interesting.”



Any other questions?

If you have any other questions
please do not hesitate to get in
contact.

SENDCo – Jess Harris





Complaints procedure for parents of children with SEND:

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they should in the first instance communicate with his/her class teacher. There are many reasons why things may or may not have been successful during the school day and this contact with your child's teacher is often the easiest and quickest way of resolving issues.

If you feel that your concerns have not been fully addressed by the class teacher, then the next step would be to contact Mrs Harris, SENDCo, to discuss the issue further. You can request a meeting to set out your concerns and to communicate how you would like the situation to be resolved. We will agree upon actions to be taken in order to move forward and get things back on track.

If, following involvement with Mrs Harris you still feel the situation is unresolved it would be at this point that you would contact the Headteacher who will be able to advise on formal procedures for complaint. For full details please refer to the Schools Complaints Policy which can also be found on the website.