



St John & St James
Church of England Primary School



SEND SCHOOL OFFER INFORMATION

Our Vision:

Our vision is to create an inclusive community of aspirational learners, children, families and colleagues, working collaboratively and respectfully within a happy, nurturing environment where all flourish and achieve. Pupils are given extensive opportunities through an exciting and engaging curriculum, through which our Christian values are woven.

'I have come in order that you might have life-life in all its fullness' - John 10 vs 10 Good News Translation

St John and St James Church of England Primary School is a two-form entry primary school, voluntary aided, Religious Foundation of over 155 years standing. We value greatly the school's unique Christian identity and character and its historic and contemporary contribution to the parish and local community. The school lies at the southern tip of the London Borough of Enfield and borders the London Borough of Haringey.

We were graded a school 'Requiring Improvement' to become good (Ofsted February 2018). We were graded an Outstanding Church of England school (SIAMS September 2015). **[Here is a link to our latest Ofsted Report:](https://www.stjohnandjames.enfield.sch.uk/wp-content/uploads/2018/03/st-john-and-st-james-ofsted-report-february-2018.pdf)**
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How do we ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:

- Children are assessed for language development during their time in Nursery. This is to assess their understanding and expression of the spoken word. Early intervention is important as these skills are important for learning.
- Child performing below age expected levels
- Concerns raised by parent and consultations with them
- Concerns raised by teachers who are constantly assessing and monitoring pupils in their care as part of their daily work.
- Regular pupil progress meetings also help identify pupils who are not making expected progress and, therefore, require targeted support.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician



- Liaison with previous school or setting, if applicable
- Through our, 'observation, assessment, plan, do, review' cycle



What should a parent do if they think their child may have special educational needs?

Talk to a member of staff, we are here to help. In the first instance contact your child's class teacher; if you still have concerns, you can contact the Deputy Head Teacher and Inclusion Manager (Jo Nagle) who may be able to support you or seek professional advice. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
 - The class teacher will meet parents at least on a termly basis (this could be as part of Parent's Consultation meetings) to discuss your child's needs, support and progress.
- You are also welcome to make an appointment at any time to meet with either the class teacher or Deputy Head Teacher for Inclusion to discuss how your child is getting on.

How are parents involved in school life?

- We have 'Parent Information Meetings' at the beginning of each term during which parents are invited to offer their comments and opinions.
- Parents are also welcome to help out as volunteers, for example, listening to readers.



- For children with special needs or a disability, parents are regularly invited to help support their child on a school trip.
- Parents are also invited to regular class assemblies and concerts.

What training have the staff supporting children with special educational needs had, or are currently having?

- Many of our teaching assistants have had training in delivering Read, Write, Inc. and some other reading, spelling, phonics and multi-sensory approaches.
- We have a skilled, trained teaching assistant for speech, language and communication. Some children with communication needs will be supported through a LASS (language and social skills) group.



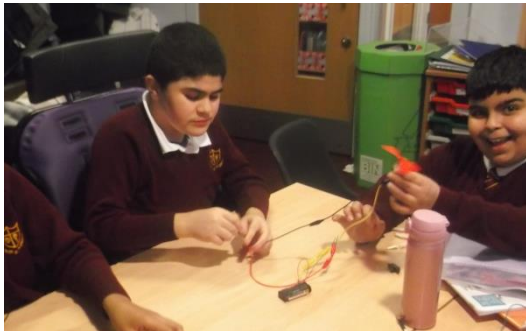
- A number of teachers and teaching assistants are 'Approach' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded).
- A member of staff is trained to deliver Tiger Team sessions, an intervention to help develop gross motor skills.
- A number of staff are skilled in a range of Autism-specific strategies.
- We have a full-time Counselling Service (Haven) providing support to all our children should they require it.
- The school has a team of Behaviour Learning Mentors who also support PE teaching.

What specialist services and expertise are available at or accessed by the school?

- We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: a GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Services (SWERLL), the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including Cheviot's Children's Disability Service, and Social Workers.
- The 'Enfield Local Offer' is available at www.enfield.gov.uk/SEND

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age-related expectations. We track children's progress from their admission through to Year 6, using a variety of different methods, including National Curriculum levels and some standardised tests, as appropriate.
- The class teacher is responsible for planning and providing work to encourage learning and progress whilst considering the needs of those children with special educational needs. They will then check and monitor progress in order to alter or make adjustments to the teaching and learning in the classroom.
- Children who are not making expected progress are identified through termly Pupil Assessment Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their



progress. Some children will be provided with Learning Support Plans, which are shared and agreed with parents, these will include specific targets to suit the need of the individual child. The targets will then be reviewed half termly in order to closely monitor progress and set new, regular targets.

- When a child's LSP is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.



What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.
- The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported to the Head Teacher and Local Governing Board.
- There are weekly 'Effort and Achievement' assemblies in which children's successes are recognised and rewarded. Children are also recognised for demonstrating our Christian values of Respect, Community, Forgiveness, Thankfulness, Peace and Perseverance.
- After any serious behaviour incidents, we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.



How will my child be able to contribute their views?



- We value and celebrate each child's views on all aspects of school life. This is usually carried out through pupil questionnaires and the School Council.
- Children who have Learning Support Plans (LSPs) discuss their targets with their class teacher.
- If your child has an Education and Health Care Plan, their views will be sought at the review stage, if appropriate

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips and residential stays. We will provide

the necessary adaptations, having consulted with you, to ensure this is successful.

- A risk assessment is carried out prior to any offsite activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then where possible, alternative activities, which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The ground floor of the main school building is wheelchair accessible. There is a lift to the first floor, so all the classrooms are accessible.
- There are 3 disabled toilets, which are large enough to accommodate changing and personal hygiene care.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We can also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any transition.
- When children are preparing to leave us for secondary school, we arrange visits for them.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education and Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.



How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- The school welfare staff administer medicines. If a child requires medication in school, this will be managed through an individual care plan written by the welfare assistant in conjunction with the parents.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care, this will be managed through an individual care plan.