



## St James' C of E Junior School

### Special Educational Needs and Disabilities (SEND)

#### Local Offer and Information Report

This report explains the provision available for pupils with Special Educational Needs and Disabilities (SEND) at St James' C of E Junior School. We hope it is helpful for parents, carers, and pupils when making decisions about education and support.

#### 1. How does the school know if a child needs extra support?

Children may be identified as needing additional support through a combination of the following:

- Observations by teachers and support staff in class
- Discussions between class teachers and the SENDCo
- Consultations with parents and carers
- Analysis of formal and informal assessments showing limited progress
- Concerns about behaviour, self-esteem, or emotional wellbeing affecting learning
- Information from medical professionals, including diagnoses

#### 2. How can parents/carers raise concerns?

- Speak first to your child's class teacher, who has daily insight into your child's learning.
- Contact the SENDCo, Mrs V Pickering, who coordinates SEND provision and liaises with staff, parents, and external professionals.
- If concerns persist, contact the Headteacher, Mrs Alex Moore
- Parents are encouraged to raise concerns at any time, and the school will work collaboratively to resolve them.

#### 3. How will school staff support my child?

- Identify the pupil's specific needs.
- Provide appropriate provision such as adaptations, scaffolds and supports, small-group or 1:1 support.

- Develop an Individual Education Plan (IEP) in consultation with parents, which includes individual targets reviewed termly.
- Consult external professionals for guidance if progress is limited, and request statutory assessment if appropriate.
- Ensure support is delivered effectively by class teachers and teaching assistants.
- The Headteacher and SENDCo ensure necessary resources are available.
- The SEND Governor monitors SEND provision and shares updates with the governing body.
- Keep parents informed regularly via meetings, calls or Class Dojo.

#### 4. How is the curriculum matched to my child's needs?

- High-quality, inclusive teaching ensures all pupils can access learning.
- Support staff may work 1:1 or in small groups to target needs.
- Use of ICT and other resources supports presentation.
- Pre-teaching key vocabulary prepares pupils for new learning.
- Daily "Catch-up" sessions in maths provide additional reinforcement.
- Targeted programmes may be used to support specific learning gaps.

#### 5. How will I know how my child is doing?

- Pupils' attainment is tracked each term through the assessment cycle.
- Progress towards targets in Pupil Passports or EHCPs is monitored and shared with parents.
- Class teachers are available for discussions before or after school by appointment. Contact via the school office: 01946 695311.
- Communication may also occur via Class Dojo and phone calls.

#### 6. How is teaching and learning matched to my child's needs?

- Broad and balanced curriculum, including PSHE, promoting safety, health, and independence.
- Christian values embedded across the curriculum.
- Behaviour management policy ensures a positive learning environment.
- Small-group interventions to develop well-being and self-esteem.
- Two trained ELSAs provide additional support where needed.

#### 7. What support is available for my child?

- A team of skilled teachers and teaching assistants trained in safeguarding, Level 1 Autism awareness, Paediatric First Aid, and support for medical needs (e.g., diabetes, allergies).
- External professionals including Specialist Advisory Teachers and Educational Psychologists provide guidance to staff and parents.

#### 8. How accessible is the school environment?

- Wheelchair access via a ramp at the front of the school.
- Disabled toilet facilities available.
- The majority of the school is accessible. Parents are encouraged to contact the school before visits for any additional information.
- Further details are available in the school's Accessibility Plan.

## 9. How will the school prepare my child for joining or transitioning?

- Year 3 Transition: Collaboration with St James' C of E Infants School; transition activities and information sharing.
- From another school: The SENDCo collects information, including support plans, EHCPs, and external reports, to ensure continuity.
- Year 6 Transition to Key Stage 3: Meetings with secondary staff, sharing EHCPs and Individual Support Plans, and organising additional visits for anxious pupils.
- Curriculum and residential visits (Year 4 and 6) promote independence, confidence, and social development.

## 10. How are resources allocated?

- Support is allocated according to: pupil need, available funding, parental and pupil input, and guidance from external agencies.
- Pupils with an EHCP receive provision and resources as specified in their plan.
- Provision is reviewed regularly and adjusted as needed.

## 11. Who can I contact for further information?

- SENDCo: Mrs V Pickering
- Headteacher: Mrs Alex Moore
- Cumbria SEND Information, Advice and Support Service (SENDIASS): Bev Marrs, [bev.marrs@cumberland.gov.uk](mailto:bev.marrs@cumberland.gov.uk)
- School SEND Policy: available on request or via the school website

## Useful Websites:

- [Cumbria Local Offer](#)
- [Cumbria SEND Information](#)
- [Parent Partnership](#)