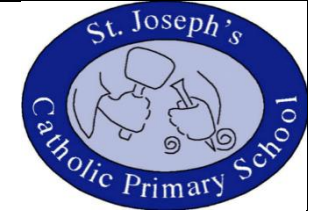




St. Joseph's Catholic Primary School

SEND Information Report

Children and Families Act 2014



Please find below information that may help you as a parent when considering appropriate SEND provision for your child.

St. Joseph's is a mainstream Catholic primary school. We are a caring and nurturing school and have an open-door policy to enable us to work in partnership with our families to build a bright future for our children. We endeavour to include everyone in our activities and strive to do our best for everyone. Everyone is seen as special and everyone is included.

What kinds of special educational needs do we provide for?

We welcome and provide for all children, including those with Special Educational Needs or Disabilities (SEND). A child or young person has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children and young people of about the same age.

These difficulties include:

- **Communication and Interaction:** difficulties when communicating and/ or understanding what others are saying.
- **Social, Emotional or Mental Health:** difficulties may include making friends, relating to adults or displaying challenging and disruptive behaviour in school.
- **Cognition and Learning:** difficulties may present in the pace of learning even when extra resources and differentiation are applied.
- **Sensory or Physical Needs:** such as hearing impairment, visual impairment or physical difficulties which might affect their learning.
- **Medical or Health Conditions:** which may slow down a child's progress and/or involves treatment that affects his or her education.

The broad areas of need outlined above are very wide and varied. They include conditions such as Moderate Learning Difficulties; Severe Learning Difficulties; Down Syndrome; Autism; Mutism; Dyslexia; Dyspraxia etc. It is important to remember that children are individuals and do not always fit into any one category. Some children may have more than one area of need. If you have any concerns at all about your child's development and progress, then please share them with us. Together we can support your child to enable them to reach their full potential.

How do we identify a child with SEND and how do we assess their needs?

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

- Child performing below age expected levels.
- Concerns raised by parents and carers.
- Concerns raised by teachers, for example if behaviour or self-esteem is affecting their progress.
- Consultations between class teachers and the SENCO (Special Educational Needs Co-ordinator) where progress data is discussed.
- Liaison with external agencies and/ or health professionals e.g. Specialist Teachers, Educational Psychologist, School Nurse, Speech Therapy, Occupational Therapy, East Lancashire Child and Adolescent Services (ELCAS) which provides support with mental health issues.

How can I let school know if I have a concern about my child's progress or development?

Talk to us:

- In the first instance contact your child's class teacher;
- If you still have concerns you can contact the SENCO & Headteacher (Danielle Dewhurst)

We pride ourselves in having an open, honest and positive relationship with our parents and carers and value your support. You may call into school at any time to make an appointment to speak to any member of staff. Alternatively, ring school on 01254 853473. We will be happy to talk with you as soon as possible.

How do we involve parents and consult with them about their child's education?

- We believe that your child's education should be a partnership between parents and teachers and therefore communicate with you regularly.
- There is an annual parental questionnaire usually distributed in the Autumn Term.
- During the school year, there are two formal Parents' Evenings where parents can make appointments, convenient to you to discuss your child's progress.
- A formal written report is sent home towards the end of the academic year. You are invited to discuss this with your child's class teacher.
- Children with special educational needs have an Individual Education Plan (IEP) which is reviewed and updated at least once per term. Staff, pupils and parents all share in this process to ensure continuity and progression.
- You are also welcome to make an appointment at any time to meet with either the class teacher, head teacher & SENCO to discuss how your child is getting on.

How do we help parents to support their child's learning?

- The class teacher or SENCO can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home/ school communication book which your child will bring home daily so that comments from parents and teachers can be shared.
- If your child is on the special needs register they will have an Individual Education Plan (IEP) which will have individual targets. This will be shared with you and discussed on a termly basis and you will be given a copy of it for you to keep and use at home.
- If your child has complex special educational needs or a disability they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place at least annually to review your child's progress.
- Recommendations from external agencies e.g. Speech Therapy, Occupational therapy, will be shared with you so that strategies can be implemented both at home and school.
- If a class teacher or the SENCO needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

How do we involve and consult the children about their education?

We value and celebrate each child's views on all aspects of school life. This is usually carried out through:

- The School Council
- Pupil Voice – pupils are often asked to comment and reflect on their learning environment. This enables them to choose some of what is taught and how it is delivered, thus children take some responsibility for their own learning.
- Children who have Individual Education Plans discuss their targets with their teacher.
- If your child has an Education, Health and Care Plan their views will be sought at the review stage, if appropriate.

What is our approach to teaching children with SEND?

- The SENCO oversees all support and progress to any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The class teacher and SENCO will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.
- Some children are given an Individual Education Plans (IEP) with specific targets so that it is easy to track progress and set goals.
- There may be a Teaching Assistant (TA) working with your child, either individually or as part of a group, if the class teacher sees it necessary.
- All children are assessed on entry and a rigorous tracking system ensures that every child, including those with SEND, reach their full potential across the curriculum.
- Early identification of needs and subsequent intervention is seen as best practice by staff.

How do we adapt the curriculum and the learning environment for children with SEND?

The learning environment is centred around offering a stimulating setting for all types of learners including visual, auditory and kinaesthetic. Pupils are able to access the outdoor areas; Forest School; den and quiet area; open fields and small woodland. Outdoor activities are accessible to all.

Teaching and Learning is delivered in a variety of ways:

- Class teacher input, via excellent targeted classroom teaching (Quality First Teaching). For

your child this would mean that:

- the teacher has the highest possible expectations for your child and all pupils in their class;
- all teaching builds on what your child already knows, can do and can understand.;
- different styles of teaching are in place, so that your child can be fully involved in their learning and has full access to the curriculum;
- specific strategies (which may be suggested by the SENCO) are in place to support your child;
- assessments take place regularly and if a concern arises regarding your child's attainment, you are informed, and where necessary support and/or strategies are put in place to address these concerns.

- Interventions.

- Your child may have a specific Intervention - additional teaching to boost your child's attainment in a particular subject, or additional support to help your child with other issues that impact on their learning or well-being.
- Interventions are often delivered by trained Teaching Assistants.
- A pupil identified by the SENCO/class teacher as needing some extra specialist support in school, may also receive support from a professional outside of school. The specialist professional will work with your child to understand their needs and make recommendations, write a report and/or provide advice. Any such referrals/requests for support are always completed in consultation with parents, and any subsequent reports or advice shared with you.
- Advice/support of this type will help the school and you to understand your child's particular needs better and hopefully enable all those concerned to support them more effectively.
- School can request support from the following agencies/services: I.D.S.S. (Inclusion & Disability Support Service), CISS (Chorley Inclusion Support Service); Educational Psychologist (E.P.), Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Service

(C.A.M.H.S.), Counselling, Paediatrician, School Nurse.

Specified Individual support

- This type of support is usually necessary for children whose SEND needs are severe, complex and lifelong and who have an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups; children with an EHCP often have profound and complex needs in a number of areas and require support to access the curriculum.
- For your child this would mean:
- The school (or you) can request that the Local Authority carries out a formal assessment of your child's needs. This is a legal process which sets out the amount of support/specialist input that needs to be provided for your child should the EHCP assessment be successful.
- The EHC Plan will outline recommendations as to the level and type of support your child needs, and what strategies should be put in place to address those needs. It will also have long- and short-term goals for your child.
- 1:1 support strategies are put in place to enable children with attention and concentration difficulties to engage in their learning effectively.
- Specific support arrangements are made during formal tests such as SATs for those children with additional needs to ensure equality of access. Individual children may have additional time, a TA to scribe or read for them, according to individual needs.

How do we support our pupils with SEND as they move on to high school or move to another school?

- When children are preparing to leave us for secondary school, we arrange additional visits for them if required.
- The SENCO can support parents and children by arranging visits to look round possible secondary schools, to select the most suitable school for the child.

- We liaise closely with staff when transferring children to different schools, ensuring that all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a statement or Education, Health Care Plan and is changing to a new school we will arrange a Transition Review meeting with relevant staff from the receiving school.

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

One of the SENCO's duties is to support the class teacher should they have any concerns about SEN children in their class. The school provides training and support where required, to enable all staff to have an effective role in the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues, such as Autistic Spectrum Disorder and managing behaviour.

- The SENCO attends 'SENCO Cluster Group' meetings to ensure that current policies and practices are up to date.
- The SENCO regularly leads staff meetings and TA meetings, to ensure that all staff are following current practices.
- TAs who support children in small groups, regularly attend specific, tailored training in order to effectively deliver specialist programmes to individual children.
- Specialist teachers are employed by the school to provide advice and strategies to best support individuals with a variety of special needs and disabilities including Autistic Spectrum Disorder/ Asperger's; Severe Learning Difficulties; Moderate Learning Difficulties; Dyslexia; Physical Disabilities; ADHD and Social, Emotional and Mental Health Difficulties etc.

How do we measure your child's progress, and how do we know that what we provide is effective?

- Your child's progress will be continually monitored by his/ her class teacher.
- Verbal or written feedback from the teacher, parent or pupil.
- Their progress will be reviewed formally, through termly tracking meetings with the class teacher, Senior Leadership Team and SENCO.

- At the end of each Key Stage (i.e. at the end of Y2 and Y6, all children are currently required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
- Children with an Individual Education Plan (IEP). The targets set out in these are also assessed and reviewed termly and new targets set. If a child has not met a 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 that the child does make progress. The purpose of an IEP is to accelerate learning and close the attainment gap.
- The progress of children with an EHCP will be formally reviewed at an Annual Review, where all the adults involved in supporting them are invited to participate and comment on their progress.
- Learning walks, book scrutinies and lesson observations take place in school to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- Children are asked to comment on their own progress, and the learning and support that they receive. This is important to us as we want our children to be fully engaged in their learning, and to feel challenged, but comfortable with the targets that are set.

How are children with SEND enabled to take part in all the activities available at school?

- Many extra – curricular activities are on offer at lunchtime and after school. Children with additional needs are encouraged to join in with these clubs, and can be supported at no extra cost to the family, to allow them to join in safely. Please ask the SENCO for details.

How do we support children with emotional and behavioural difficulties?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

As a Catholic school, we are very nurturing and all classes follow a structured PSHE (Personal, Social, Health and Economic Education) curriculum to support this development. However, for those children who find aspects of this difficult, we offer:

- Social Skills groups are delivered by trained teaching assistants and/or outside agencies such as CFW (Children and Family Welfare).
- Support in class through structured Individual Behaviour Plans.
- Support at lunchtime through designated individuals of the Welfare Staff, where appropriate.

- Each child in school is able to select a designated adult, whom they would feel most comfortable with, should they need to tell an adult a problem or seek advice.
- If your child still needs extra support, with your permission, the SENCO can access further help from outside agencies, such as CISS (Chorley Inclusion Support Services), CFW (Children and Family Welfare) and the Educational Psychologist.

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 pupils in learning sessions with their class. We take every opportunity to include pupils socially at break and lunch times.
- 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 try to change and improve their behaviour.
- The attendance of every child is monitored on a daily basis by the office. Lateness and absence are recorded and reported to the Head Teacher and Governing Body who act upon issues appropriately.

How are the school's resources allocated and matched to the children's special educational needs?

- We ensure that all children with special educational needs are provided for and that their needs are met, according to the school's budget.
- We have a team of highly trained teachers and teaching assistants who, where appropriate, deliver programmes, that are well planned for and organized and are designed to meet the individual or groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How are the Governors involved and what are their responsibilities?

- The SENCO reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities: this report does not refer to individual children and confidentiality is maintained at all times.
- There is a named governor for SEN and they are responsible for special educational needs and meet regularly with the SENCO. They also report to the Governors to keep them informed.
- The Governors agree priorities for spending within the special needs budget, with the overall aim that all children receive the support they need in order to make progress.

How is our school accessible to children with SEND?

St. Joseph's Catholic Primary School has an open-door policy and actively welcomes all stakeholders in the local community, including families, friends and external support agencies. We strive to meet the needs of all individuals in our care and endeavour to provide and create an inclusive setting accessible to all. We are currently able to offer the following in terms of access:

- Disabled car parking on the staff car park.
- Wheelchair access to the main entrance.
- Disabled toilet facilities –off the main corridor.
- All key policies and parental information such as holiday lists, school uniform lists and up to date news bulletins can be found on the school website.
- All policies and parent information are available upon request in a large print format.
- The school SENCO & Headteacher (Danielle Dewhurst) is available to liaise with all families, including those with additional needs to give guidance, support and reassurance regarding school procedures, policies and practices and to refer to outside agencies as the need arises.
- Visual timetables are used in all classrooms and are there to support children with communication needs. Resources and displays are clearly labelled to allow equality of access to all.

- Individual work stations are provided, if needed, to enable children with attention and concentration difficulties to engage in their learning effectively.
- We are continually seeking to improve accessibility to our school and its resources and welcome suggestions and recommendations. Sufficient funding is available to make adaptations to accommodate individual needs.

What should I do if I have a concern or complaint about the provision for my child?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCO/Head teacher.
- Look at our Special Educational needs and Disabilities Policy on our website.
- Lancashire Parent Partnership is an organisation that provides independent advice and support for families – Telephone 0300 123 6706

Where can I find information about the authority's Local Offer?

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>,