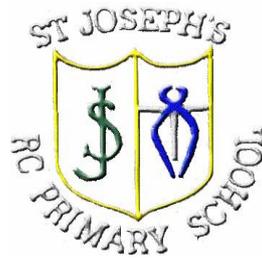


St Joseph's RC Primary School Parent's Information



In God's Love we learn and grow

Mission Statement

Our mission in St. Joseph's RC Primary School is to provide a loving and caring atmosphere where everyone can reach his or her potential to the full.

We wish to foster a respect for the dignity of every person in our school community and in everything we do. We hope to:

"Act justly,
Love tenderly,
Walk humbly with our God."

At St Joseph's RC Primary School, we strive to support all children to enable them to realise their full potential within school. To do this, many steps are taken to support them through their learning journey. For some children, there are times when additional support is needed to help them to make the best progress in school.

The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as deemed by school policy, and the provision that the school is able to meet. Every child is different and, therefore the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

How does the school know if children need extra help and what should parents do if they think their child may have Special Educational Needs?

The progress made by all children is regularly monitored and reviewed. Concerns registered by teachers, parents or other agencies are addressed by appropriate differentiation within the classroom. If, despite this differentiated programme of work, progress continues to cause concern the appropriate school proforma will be completed by the class teacher and concerns discussed with the SENCo and parents of the child. The child's name will be added to the SEND Register, with areas of need identified and prioritised, becoming the basis of the Support Plan.

The SENCo/ Lead for Disadvantaged Children: Ms G Armstrong

- Overseeing the day to day operation of the SEND policy
- Coordinating provision for children with Special Educational Needs
- Working closely with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with Special Educational Needs
- Working closely with parents of children with Special Educational Needs
- Contributing to the in-service training of staff
- Working closely with external agencies
- Termly meetings with the link SEN governor who reports to the full governing body

How is provision made for SEND?

Class teachers differentiate and match learning styles to children's needs. The learning environment and curriculum may be adapted for example, handrails on stairs to allow easier movement. Specialist equipment may be provided in lessons such as coloured pages in books to help with vision impairment or angled tables to support writing. Additional support for learning is provided through homework clubs, extra reading and My Maths. All extra-curricular clubs such as sewing, choir, gardening or recorder have equal opportunities for attending.

St Joseph's School has a strong PSHE programme which supports children in learning to express their emotions and recognise and respect the feelings of others. 'Kidsafe' training has been rolled out to all year groups. Follow up sessions will continue during the school year. Individual children may also be referred to emotional wellbeing and resilience support from outside agencies who will work with them in school.

Interventions

For children who require special educational provision, specialist intervention will be planned by the class teacher;

The interventions include information about:

- The baseline assessment for the child

- Using a recognised diagnostic programme such as ECAT (Every Child a Talker) or BLAST (Boosting Language Auditory Skills and Talking) in Nursery and Reception.
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- The outcome of the action taken

The intervention includes that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. This may be provided by teaching or support staff within class or in a small focus group.

The length of time of this intervention will vary accordingly to meet the needs of the child. The SENCO receives regular updates about the progress of all pupils. A termly staff meeting is held to monitor impact and effectiveness of progress of all pupils. All staff participate in professional development opportunities in Special Educational Needs. At any time, teachers, parents/carers, the SENCo and headteacher are available to raise or hear concerns. Pupil Voice is sought through School Council, SEN Passport and pupil questionnaires.

If it is considered appropriate, the child will be consulted about how they feel support will help them.

Referrals

Parents/ carers will be asked to give their permission for the school to refer their child to a specialist professional such as Educational Psychologists, Speech and Language Therapist, School Nurse or English as an Additional Language Teacher. The SENCO will contact parents/ carers to arrange a meeting. If they are in agreement they will be asked to sign the referral form which will then be forwarded to the relevant agency.

Fresh strategies for supporting the child's progress will be agreed and include advice from any external agencies. This may include specialist groups run by outside agencies such as Speech and Language Therapy.

Parents of the child and any external agencies involved will be invited to termly reviews as required.

The criteria for exiting the SEND register/ SEND support is where a child has made significant progress and the class teacher, parent/carer and SENCo believe their needs can be met within normal classroom practice, school will consider removing them from the SEND register.

Statutory Assessment of SEND

A child reaches this stage when the efforts of the school and external agencies have failed to help the child make significant progress. The SENCo will consult with the relevant external agency and a request will be made to the LA for a Statutory Assessment of the child's needs.

This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.

The SENCo will consult with parents/ carers regarding the need for this assessment and to discuss the EHC Plan procedure.

Education, Health, Care Plan

A child reaches this stage if an EHC Plan has been issued. If the EHC Plan names our school as the best place for the child to continue his/her education then we will be wholly responsible for providing the child's SEND provision. The (EHC) plan is a statutory document that may follow a child up to the age of 25.

The day to day working with the child will continue as previously but the requirements of the EHC Plan will be incorporated in the child's provision map.

The child's progress will continue to be monitored by his/ her class teacher and the SENCo. The EHC Plan will be reviewed annually and involve the LA, the school, the parents and, if it is considered appropriate, the child.

End of Key Stage Assessments

At the end of each Key Stage (Years 2 and 6), all children are required to be formally assessed using Standardised Attainment Tests (SATs). This is something the Government requires all schools to do and the results that are published nationally.

How will parents know how their child is doing?

School aims to nurture and encourage close relationships through frequent dialogue.

There are two Parent Evenings each school year and an end of year report. Those children who have taken SATs will also be provided with a score to help parents/carers compare their progress against 'Age Related Expectations.' If outside agencies are involved these will often provide recommendations for both home and school. Parents/ carers have the opportunity to request an appointment at any time to discuss their child's progress through informal meetings.

Staff Training

Staff have received specialist training on Attachment, Dyslexia, Team Teach, ECAT, BLAST, Hearing Impaired, Vision Impaired, Bereavement Counselling, Working Memory, the National Award for Special Educational Needs and 'Kidsafe', which allows children to have a voice, avoid dangerous situations and say no! These and on-going professional development enable us to support the children.

What are the school's arrangements for transfer and transition?

Special Educational Needs files are kept and contain detailed information in connection with provision made for children on our Register of Special Educational Needs.

The KS3 SENCo of the receiving school is invited to attend the summer term review meetings for pupils in Year 6 and the final Annual Review in St. Joseph's School for those pupils with EHC Plans.

When children move schools, either at phase transfer or at any other time, pupil records are transferred speedily.

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

Resources are provided to match individual needs, eg specialist pens and books for children with dyslexic tendencies, to support the pupils to make progress. To enable equal accessibility for children with impairments, the school has made modifications to the school building as required. The school has sought the advice from specialist provision such as the Visually Impaired and Hearing Impaired services. Examples include having handrails fitted to allow easier movement and high visibility tape to enable vision impaired pupils to distinguish different areas around school.

Who can parents contact for further information?

Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Parents and carers may wish to contact the SEND link governor at school.

There is a formal complaints policy which outlines procedures if necessary.