

# SEND Information Report

St. Joseph's Catholic Academy



**Approved on:**  
*July 2023*  
**Next review:**  
*June-July 2024*

As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

**Respect** for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

**Confidence** in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

**Honesty** in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

**Gratitude** for all the amazing gifts from God and **willingness** to share their gifts both personal and material.

As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.



## Our school's approach to supporting pupils with SEND

### Our Intention:

Here at St. Joseph's, we value all of our children and celebrate diversity of experience, interest and achievement.

Through successful implementation of policy, our school, along with Bishop Hogarth Trust, aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

Here at St. Joseph's, we intend for our children to:

- Learn that they are made in the image of God, each one special and unique;
- Access all areas of the curriculum and school day, including educational visits and enrichment opportunities;
- Make progress;
- Become independent and confident learners.

### Our Implementation:

Our implementation of practice and strategies is based on the key recommendations outlined by the EEF. We are committed to providing a purposeful, progressive and empowering curriculum that is ambitious for all and prepares learners for the next steps in their learning journey.

Through our ambitious curriculum, we aim to:

- Create a positive and supportive environment for all pupils without exception;
- Build an ongoing, holistic understanding of our pupils and their needs;
- Ensure all children have access to high quality teaching and access all areas of the curriculum and school day;
- Complement high quality teaching with selected small group and one to one intervention;
- Effectively deploy teaching assistants.

## Our Universal Provision:

At St. Joseph's we know that any provision that is provided for children with SEND is hugely beneficial to those without a SEND.

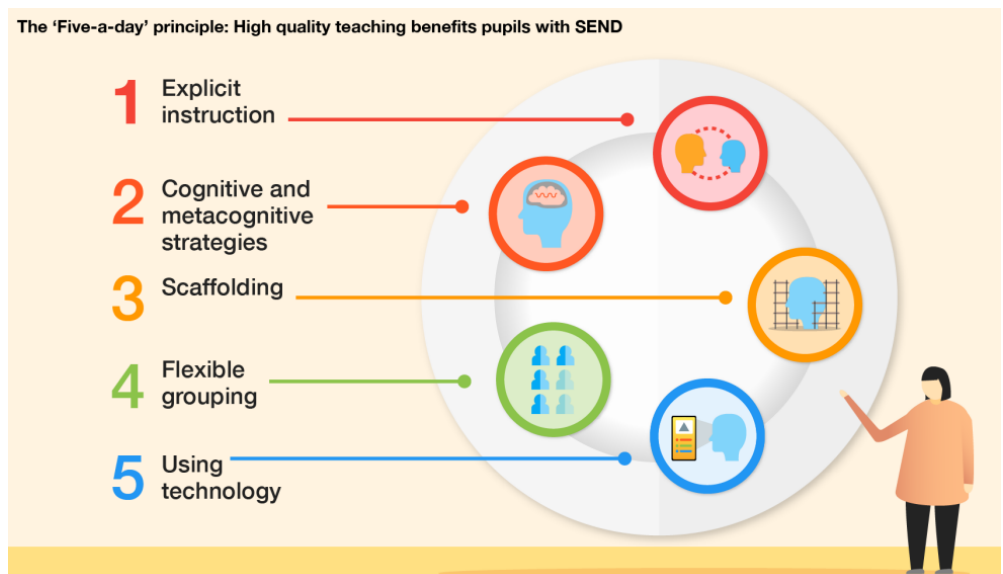
Here is some of our universal provision that is provided across the school to support all children, specifically developed to support those with SEND:

- High quality teaching (quality first teaching) using EEF 5-a-day principles
- Lessons are designed to incorporate the EEF's 7 step model to support metacognition and reduce cognitive load.
- Consistent use of Active Inspire flipcharts for lesson delivery.
- Worked examples and modelling during Maths.
- Knowledge retrieval (known as interleaving) at the start of every lesson to embed the recall of facts and support long term memory and knowledge retention.
- Retrieval quizzes in Geography, History and Science to support long term memory and knowledge retention.
- Sounds-Write – A multisensory approach to teaching phonics, reading and spelling, which is being currently being implemented from Early Years up to Year 6.
- Visual timetables on display in every class.
- Sassoon Primary font used in EY and KS1. Arial used in KS2.
- When possible, anything displayed on the board has a coloured background.
- Back to Basics whole school intervention.

*This is not an exhaustive list*

## High Quality Teaching

High quality teaching, differentiated for individual children and young people, is the first step in responding to pupils who have or may have special educational needs. We are currently developing the use of the 'Five-a-day' principle from the EEF to inform our high-quality teaching with the aim to improve outcomes for children with SEND.



## How will the school staff support my child?

The graduated response-Identifying, planning for and supporting pupils with SEND

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



## How does the school know if children need extra help and what do I do if I think my child has special educational needs?

### 1. Assess

**Identification:** The method of identification and provision for the children with SEND follows a graduated approach, and staff are guided by the SEND policy. Your child will be identified as having SEND if they are making slow progress in comparison to their peers and if the attainment gap is widening. Alternatively, they will be identified if they have a disability preventing/hindering the use of educational facilities provided for children of the same age within the Local Education Authority.

Teachers are constantly assessing and monitoring children's progress. If your child is identified as not making expected progress then you will be informed by the class teacher. The teacher may work with the SENCO and parent to explore possible barriers to learning and ways to best support your child.

**This step of the approach could involve:** Teacher and internal assessments/knowledge of your child, screening tests, specialist assessments, sight and hearing tests, curriculum attainment, gathering of parent and child views and external advice (where appropriate). Your permission will be needed for any referrals we may need to make.

**SEND Register:** It is at these early stages in the process your child may be added to our SEND support register and a plan will be devised by the class teacher that will set achievable targets and outline the support and provision that will be given in class. The SEND register is a fluid document, meaning a child can be taken off the register if they are making expected progress. If needed, they may be added at a later stage.

**One Point and EHCP:** One Point and Education Health Care Plans will be applied for if your child's needs are deemed more complex and your child requires a high level of support.

### 2. Plan

The class teacher has the overall responsibility for the welfare and progress of your child. Additional provision is planned carefully and overseen by Mrs Gibson-Crone (SENCO). It is implemented by their class teacher and experienced teaching assistants. When provision and support does not result in adequate progress, the SENCO will be consulted who will help with planning the next steps.

All planning is prepared by the class teacher. Children will work within their own class. When a child has a Special Educational Need and/or a Disability, the teacher will make reasonable adjustments to the delivery of the lesson and the learning activity. This adapted provision will be outlined on the child's IEP. Evidence-based interventions may also be used.

Support will be provided in a variety of ways, including participating in intervention groups, sensory support and accessing 1:1 support where appropriate.

Children's targets will often be linked cognition and learning, specifically related to writing, reading and numeracy. However, for some they may be related to communication, social interaction, sensory needs, physical needs or social, emotional and mental health. The links below detail the four main areas of need.

### 3. Do

Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class. Daily planning considers individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND.

Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning. Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised. Additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this.

We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

### 4. Review

At the end of every term, you will be invited to meet with your child's class teacher. This is when you will review the additional provision that has been implemented and determine if the support has been effective. Outcomes will be reviewed and new ones will be set for the following term. Pupils and parents are encouraged to express their views regarding their learning with their class teacher and review their progress.

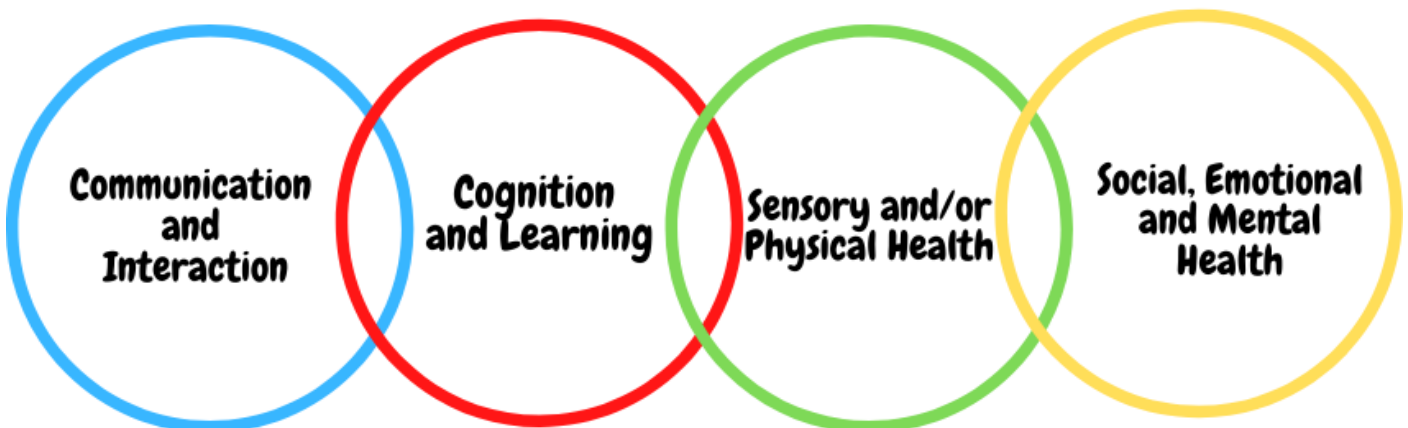
Parent Consultation Meetings are held each term where you have the opportunity to discuss your child's learning. A final opportunity to meet with your child's class teacher is provided in the Summer Term when you can discuss your child's end of year report.

For pupils who currently have an EHC Plan (Education Health and Care Plan), an annual review will be held with all agencies involved, including the head teacher, parents/carers and the child. The outcomes will be reviewed for future provision and new outcomes will be set in collaboration with parents. The outcomes of the annual review will be sent to the local authority SEND panel to be approved and an amended EHC plan will be issued. For additional information see our website for: SEND Policy and the Stockton Local Authority SEND Offer.

Our Head Teacher and Senior Leadership Team are regularly updated and contribute to reviewing children's progress and provision. School Governors are also regularly updated.

## How will the curriculum at our school be matched to my child's needs?

### The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

#### Communication and Interaction



Strategies to support children with these needs include:

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self-care, flexible thinking.
- Access to our lunchtime Nurture Group where we focus on the development of communication and social skills.
- Interventions aimed to improve communication and interaction.
- Access to low stimulus area if required/access to the Ark.
- Flexible approaches to the school day timetable.
- Modifications to lunch and/or break times – Access to lunchtime Nurture Club.
- Visual timetables available if needed.
- Access to additional aids/technology
- Sensory feedback support – fidget toys, wobble cushions, chew buddies etc.
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions
- Mentoring and/or buddy systems
- Social stories developed alongside a TA

### **Cognition and Learning**

Strategies to support children with these needs include:

- Regular, individually focused intervention - Daily Reading, Phonics, Toe by Toe, Sounds-Write etc.
- Increased access to small group support
- Practical aids for learning - Hundred squares, number lines, pictures, photos, accessible reading material suited to age, coloured overlays etc.
- Increased access to ICT – Laptops and iPads.
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum adapted to meet the learning needs of the child/young person - Use of Individual Learning Plans
- Frequent repetition and reinforcement
- Flexible groupings with additional support
- School will refer to the Specialist Learning Team in Stockton for further strategies if all school-based interventions have been explored.

### **Sensory/Physical**

Strategies to support children with these needs include:

- Regular, individually focused intervention - Daily Reading, Phonics, Toe by Toe etc.
- Increased access to small group support
- Practical aids for learning - Hundred squares, number lines, pictures, photos, accessible reading material suited to age, coloured overlays etc.
- Increased access to ICT – Laptops and iPads.
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum adapted to meet the learning needs of the child/young person - Use of Individual Learning Plans
- Frequent repetition and reinforcement
- Flexible groupings with additional support
- School will refer to the Specialist Learning Team in Stockton for further strategies if all school-based interventions have been explored.

## Social, Emotional and Mental Health

Strategies to support children with these needs include:

- Access to our lunchtime Nurture Group
- Access to time out/quiet working areas
- Access to Sensory Room
- 5-point scale
- Child led reward systems which are individually adapted
- Increased access to additional adults in and out of the classroom (through funded support)
- Increased access to the outdoor environment
- Implementation of sensory diet and de-escalation exercises, as advised by the Occupational Therapist
- Referral to the Emotional Resilience Team
- Specifically, designed interventions and games to encourage turn taking, communication and cooperation.
- Supported transition to secondary schools
- School Mental Health team, including Mental Health First Aiders, on hand to provide assistance, support the class teacher and support the child.

## What training is provided for staff supporting children with SEND?

- Post Graduate Certificate in National Award for Special Educational Needs Co-ordination
- Internal CPD delivered by the SENCO
- CPD delivered by the local authority (for example: assistive technology, working memory difficulties, communication-friendly strategies)
- CPD delivered by external agencies and professionals (for example: Sensory intervention, Autism behaviours)
- First Aid and Paediatric First Aid
- EpiPen and Anaphylaxis training
- De-escalation and Physical Intervention
- Rainbows Bereavement
- Mental Health First Aid
- Hearing Impairment training, including cochlea implants and equipment

All staff can request training that they feel would be beneficial to their practice and where possible, this will be granted.

## How do we support transition in our school?

### Transition within classes/key stages:

Children may be provided with a transition booklet, which will include social stories and photographs of their new class teacher, TA, classroom and where to put their coat and bag. This booklet can be used at home and in school for discussions with your child leading up to the new academic year.

Teachers meet with one another to discuss their new class and to discuss all SEND children. This ensures all teachers and staff are fully aware of all needs, support and provisions that need to be put in place.

All children have a transition morning in July, where they visit their new classroom and spend time with their new peers and class teacher.

## Transition to Secondary settings:

Moving on to secondary school can be a daunting transition for all. These are the ways we prepare for our children's next step in their educational journey:

- Class teachers and SENCO work closely with all secondary schools in the area (generally St. Michael's Catholic Academy and Our Lady and St. Bede's Catholic Academy).
- For our more vulnerable children, where deemed necessary, an enhanced transition plan will be put in place, which could involve extra visits to their new school.
- The SENCO will have meetings with the SENCOs from the secondary schools to complete enhanced transition plan and plan for next steps.
- SENCOs from both primary and secondary schools will meet to hand over essential information, such as IEPs, EHCPs, medical health care plans and pastoral matters.
- Secondary school staff will come to meet the Year 6 children and work with them over an afternoon.
- Year 6 children will have transition days at their allocated secondary school.
- Transition books may also be produced for your child – this may be supplied by us or their new school.

We can support you in organising meetings and visits with your child's secondary school if you feel this is needed.

More information can be found on these websites:

<https://stmichaels.bhcet.org.uk/transition-information/>

<https://olsb.bhcet.org.uk/transition/>

## Where can I get further information about services for my child?

### The Local Offer

Stockton Local Offer:

[sensection@Stockton.gov.uk](mailto:sensection@Stockton.gov.uk)

[www.Stockton.gov.uk/localoffer](http://www.Stockton.gov.uk/localoffer)

## What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan

### Accessibility

We are an inclusive school and will put in place all appropriate support, whenever possible, to enable your child to be educated alongside their peers and access the same education and benefits as others. We will always ensure disabled pupils can participate in our school's curriculum by making all necessary adaptations. We strive to improve the physical environment to ensure disabled pupils are able to take advantage of education and benefits offered by the school. All teachers ensure the delivery of the curriculum is adapted and accessible.

#### **Disabilities and Needs**

- All of the ground floor and communal areas are fully wheelchair accessible with ramps and even flooring.
- Disabled toilet facilities.
- Class locations are reviewed yearly and amended to ensure those with physical needs/disabilities are not required to be in the second-floor classrooms.
- Adapted curriculum to ensure all lessons are accessible for all.
- Adapted uniform, where appropriate and where required.
- Implementation of programmes and interventions designed by specialists (Visual/Hearing Impairment Team). Training is also provided to staff.
- Access and implementation of specialist equipment as advised by professionals (Occupational Therapists, Physiotherapists, Visual/Hearing Impairment Team, etc)
- Access to educational equipment if required (laptops, iPads, recording devices, coloured reading overlays)

#### **English as Additional Language (EAL)**

- Communication with parents whose first language is not English can be supported by advice from the Local Authority and by the class teacher and SENCO. All adjustments will be made by the class teacher to ensure children access the school day and access learning.

#### **Assessments and Testing**

- At St. Joseph's we use a variety of assessments to assess progress and learning. These assessments may include Phonics Screening, Sounds-Write assessments, Early Learning Goals, NFER assessments and STAR reading.
- Where appropriate, access arrangements for formal assessments/examinations are made available. See <https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements> for more details of KS2 testing access arrangements.

#### **Offsite Visits**

- Staff arranging visits that are offsite will discuss with the SENCO. A plan will be created and a risk assessment completed to ensure all activities are fully accessible for all children. All of our school trips are accessible and suitable for children in our care. No child would not be stopped from going on a trip if the trip is suitable and their safety is not compromised.

If you have a child with disabilities and need some more information and support, please see:

<https://www.gov.uk/help-for-disabled-child>



## Activities Outside of School

Extra-curricular activities are run throughout the year and can include Art, Mindfulness, Story Telling, Board Games, Cookery, Dance and Netball. All clubs are fully accessible to those with SEND.

All school trips are accessible for those with special educational needs and/or disabilities.

## What to do if you have a complaint, a compliment, or a query.

### The school details and relevant contacts

Should you have any concerns about the support that your child is receiving, we hope that you will feel able to approach your child's Class Teacher or the SENCO to discuss this. They will be happy to meet you and work together with you to help resolve any issues or concerns that you may have.

Our SEN Governor could also be contacted separately through the e-mail address:

[office@stjosephsnorton.bhcet.org.uk](mailto:office@stjosephsnorton.bhcet.org.uk)

We will also always be pleased to hear from you about any aspect of our provision that you feel are working particularly well. All feedback is greatly appreciated.

However, if you feel there are still unresolved issues, you may wish to make a formal complaint according to the procedures set out in Bishop Hogarth Catholic Education Trust's Complaints Policy.

You can view this document at:

[www.bhcet.org.uk/wp-content/uploads/2020/04/Complaints-Policy-Review-November-2022.pdf](http://www.bhcet.org.uk/wp-content/uploads/2020/04/Complaints-Policy-Review-November-2022.pdf)

### Name of school SEND governor.

Mrs J. Douglass