

SEND Information Report

St Joseph's Catholic Primary,
Coundon



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

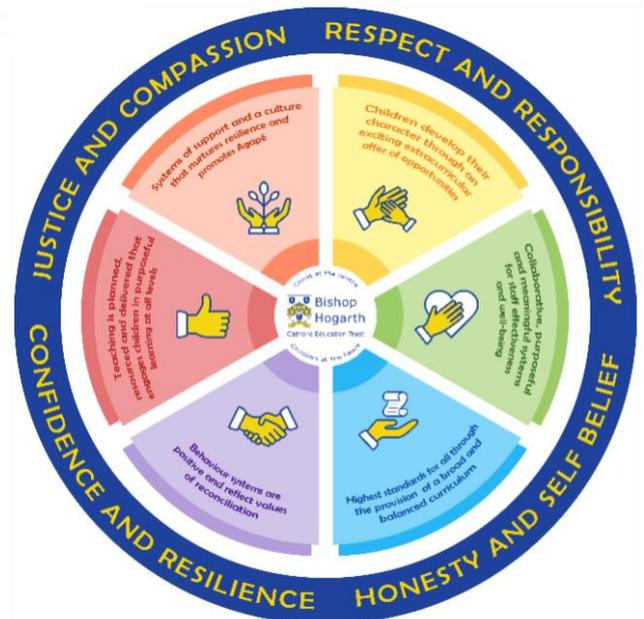
Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

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

St Joseph's Catholic Primary School aims to offer children an educational experience where staff will strive to identify and remove barriers to learning and create an environment in which every child is encouraged to reach their potential and ensure "no child is left behind".

St Joseph's Catholic Primary School strives to be an inclusive school. Inclusion is central in the Catholic ethos and values of the school – a philosophy, which covers every child's rights and entitlement to the very best experiences education can offer.

At St Joseph's Catholic Primary School we aim to provide an inclusive and motivating education which is accessible for all children. We ensure that children with SEND have access to an inspiring and engaging curriculum providing they have the same opportunities in life. We also ensure that whilst being inclusive, we also meet the needs of all children providing adapted or a more personalised curriculum where appropriate. We believe in working in partnership with families and other agencies, enabling the children in our care have a positive educational journey while with us at St Joseph's.

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

We strongly believe in early identification. At St Joseph's the school SENCO, Miss Stevenson, is also our Early Years lead. This ensures that we identify any additional needs as early as possible. We have strong links with the health visiting team and complete 2 year checks alongside health visitors and parents in the school setting. In addition to this, we complete a home visit prior to your child starting school. This enables us to see your child where they are most comfortable, in your home. This is a great opportunity for you to discuss any concerns you may have to ensure a smooth transition from home to school.

Throughout your child's time at St Joseph's staff and SENCO will work closely together monitoring progress and noting any concerns. Any concerns will be discussed with parents and appropriate referrals will be made.

If at any point throughout your child's school journey you have concerns please get in touch with Miss Stevenson.

2. Plan

If an additional need is identified we will produce a support plan alongside parents. This will note the special educational need, outcomes we would like the child to work towards and the provision in place which will ensure your child makes the appropriate progress in school. This will include both quality first provision and additional support where necessary. Children may work in small groups alongside some one to one intervention where appropriate.

We will work closely with other professionals involved and ensure we action advice given.

Support meetings take place three times a year where we review the support plan and plan new outcomes. These meetings take place with class teacher, SENCO and parents, children are welcome to attend if parents would like them too. More regular meetings will occur where necessary.

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.

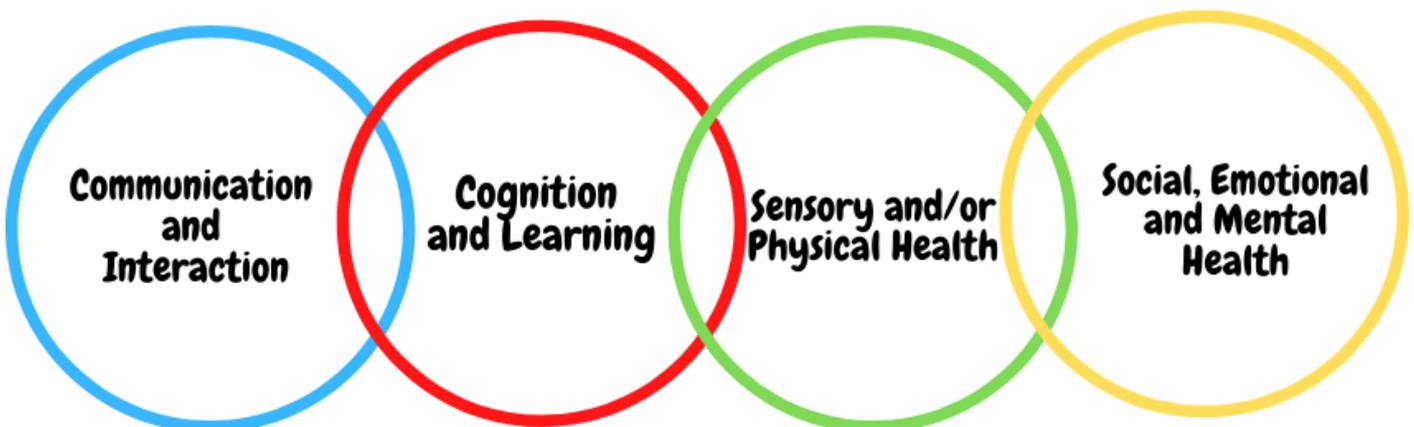
4. Review

We ensure we closely monitor all children with special educational needs. This monitoring is completed by the class teachers, teaching assistants and SENCO. As mentioned previously we review support plans 3 times a year although support plans and children's progress is continually assessed. Throughout the year if at any point we deem your child to not be making good progress then we will refer back to the graduated approach and increase/ change support whilst continuing to monitor and review progress. It may also be necessary at this stage to consult with more specialist services.

If a child demonstrates a significant need then an EHCP (Education, Health and Care plan) may be deemed appropriate. These will be used when a child's needs are more complex.

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 and interaction with others, e.g. Talking time, Speech and Language link, Talk Boost, Time to talk, Socially Speaking
- Visual timetables used in every classroom
- Now and next boards used on an individual basis where appropriate
- Communication boards.
- PECS visual cue cards.
- Flexible approaches to timetable
- Modifications to lunch and/or break times, e.g. duties, time change
- Access to additional aids/technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions, e.g. advance notice, familiar resources
- Intensive Interaction
- Attention Autism

Cognition and Learning

Strategies to support children with these needs include:

- Regular, individually focused interventions, e.g. reading (Lexia), phonics (Sounds Write) numeracy (Mastery in Maths)
- Increased access to small group support in class
- Practical aids for learning, e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, individualised success criteria
- Coloured filters/ books
- Increased access to ICT, e.g. Lexia/ TTRS, ipad for dictation
- Flexible groupings
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum/delivery adaptations to meet the learning needs of individuals

Sensory/Physical

Strategies to support children with these needs include:

- Occupational Therapy/ Physical therapy interventions
- Sensory circuits
- Concrete apparatus available to support learning, e.g. Numicon materials (numeracy)
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- Sensory resources available e.g. wobble board, ear defenders
- Access to support for personal care, e.g. school nurse service
- Adaptive resources for hearing impairment
- Sensory spaces which may include, sensory lighting, vibrating pads, weighted blankets etc

Social, Emotional and Mental Health

Strategies to support children with these needs include:

- Individualised rewards system
- Access to calm spaces/individual work area
- Mentoring/Buddy system
- Sensory circuits
- Individualised rewards system
- Nurture provision
- Access to counselling services, e.g. CAMHS, Psychotherapy services
- Increased access to additional adults in and out of the classroom
- Supported transition programme with chosen secondary school
- Opportunities to develop Social and Emotional aspects of learning through small group work
- Occupational Therapy services, e.g. Calming and Regulating programmes, Proprioception (heavy lifting)

What training is provided for staff supporting children with SEND?

All teachers have Qualified Teacher Status and our teaching assistants have a minimum of a level 2 qualification. All staff are either teachers of or are supporting students with SEND. St. Joseph's values staff training and organises courses/training programmes to ensure teachers and teaching assistants stay up to date with current research into teaching and learning.

Staff training includes: Child Protection (KCSIE), Prevent training, FGM, Team Teach, Lego Therapy, Nurture, NELI, Early Communicators, Intensive Interaction, Zones of regulation

How do we support transition in our school?

Transition within classes/key stages:

St Joseph's is a small primary school and we are lucky that all staff members know all the children in our care. This enables a smooth transition to occur as the children will frequently see the next class teacher, many opportunities take place for shared working with other classes. Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Individual outcomes/requirements for all SEND children will be discussed with the new teacher and agreed by Miss Stevenson. Children who require additional support to ensure a smooth transition to their new class, will be included in a programme supported by Miss Stevenson.

Transition to Secondary settings:

We work closely with all secondary schools in the area. The majority of our children move on to St John's Catholic Secondary School Bishop Auckland. The transition process will begin early, usually in Y5, for some of our more vulnerable children. Meetings are held for the transfer of essential information relating to support plans, EHCPs, Child and Family Services and pastoral matters. We can also support you in organising meetings with secondary school staff if you wish to speak to them personally. When reviewing an EHCP for children in Y6, staff from the secondary school will always be invited to the review meetings. During the last term, staff from St John's come to meet our Y6 children and in addition to this, our Y6 children attend their chosen secondary school for two transition days.

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

The Local Offer

SEN Code of Practice (graduated response) <https://www.gov.uk/government/consultations/revision-of-the-send-code-ofpractice-0-to-25-years>

Local Authority's Local Offer <https://www.durham.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

With due regard to our admission policy, parental choice and accessibility of the school building all children with special educational needs who apply will be accepted by the school. All of the school is fully wheelchair accessible. Disabled toilet facilities are located near the school entrance. Communication with parents whose first language is not English is supported by advice from the Local Authorities EAL (English as an additional language) team.

Activities Outside of School

St. Joseph's is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child to be educated alongside their peers. This may include extra staffing and/or equipment. Staff who are arranging an offsite visit will discuss with parents and the SENCo any requirements needed and the suitability of any trip which the school is taking part in. We will not stop your child from going on a trip due to their special educational needs and/or disability if the trip is suitable for your child and their safety and the safety of others is not compromised. The Headteacher oversees all educational visits to ensure children are safe and included where possible.

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

The school details and relevant contacts

Mrs M Brown– Headteacher

Miss K Stevenson – SENCo

St. Joseph's Catholic Primary School, Victoria Lane, COUNDON, DL14 8NN

Tel: 01388 602608

Website – <https://stjosephscoundon.bhcet.org.uk>

Email- admin@stjosephscoundon.bhcet.org.uk

Name of school SEND governor.

Ann Greg