

SEND Information Report

St Joseph's Catholic Primary School, Billingham

Approved on:
June 2023
Review by:
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

At St Joseph's Catholic Primary School, we aim to support the needs of pupils with Special Educational Needs and/or Disabilities and are aided by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We aim to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible if families wish for this to happen.

All pupils are taught by their Class teacher via excellent targeted classroom teaching also known as 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.
- That all teaching is based upon building upon what your child already knows, can do and can understand.
- At times the teacher may direct a class based Teaching Assistant, to work with your child as part of normal working practice.

- Differentiated activities and different ways of presenting information are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support children.
- Your child's teacher will have carefully checked on your child's progress and may decide that gaps in their understanding or learning requires some extra support to help them make the best possible progress. All children in school may access this as part of excellent classroom practice.
- Specific group work for a smaller group of children may be used. This group, often called intervention groups by schools, may be: run in the classroom or outside in a work area, run by a teacher or a Teaching Assistant who has had training to run these groups.
- All pupils have access to the support available from specialist groups run by outside agencies e.g. Speech and Language therapy, Educational Psychology, Specialist Learning Teachers, Occupational therapy, Behaviour Support and Child Counselling Services,
- The new SEN Code of Practice (0-25) promotes the use of a graduated approach: Assess, Plan, Do, Review.

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 – Your child will be identified as having SEN and/or a disability if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority. First steps - if from our rigorous tracking and monitoring of your child's progress, it becomes apparent that he/she is not making expected progress then you will be invited to a meeting with their teacher and Mrs Francis (DHT/SENCo). Where appropriate your child will be involved in this meeting. At the meeting we will begin to explore the possible barriers to learning and you will be asked how we can best support your child. Observations and assessments will then be carried out and, if required, input from specialist services may be sought with your permission. Where appropriate your child may be placed on our school's SEN Support Register and a plan will be devised by the class teacher that will set achievable targets. These will be reviewed and updated at least termly.

2. Plan

Our procedures are in line with the [SEN Code of Practice \(2014\)](#).

The first point of contact is the class teacher, who has overall responsibility for the welfare of your child. Additional provision is planned carefully and overseen by Mrs Francis, the SENCo (Special Educational Needs and Disabilities Co-ordinator). It is implemented by a skilled team of teachers and supported by experienced teaching assistants.

SEND Resources

At St. Joseph's we have an extensive range of different SEND resources and interventions available. These are closely matched to the needs of our children and their progress is monitored by the class teacher, the SENCo and staff with specific curriculum responsibilities.

Where provision does not result in adequate progress, as outlined in the SEN Code of Practice, the SENCo should be consulted for advice.

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.

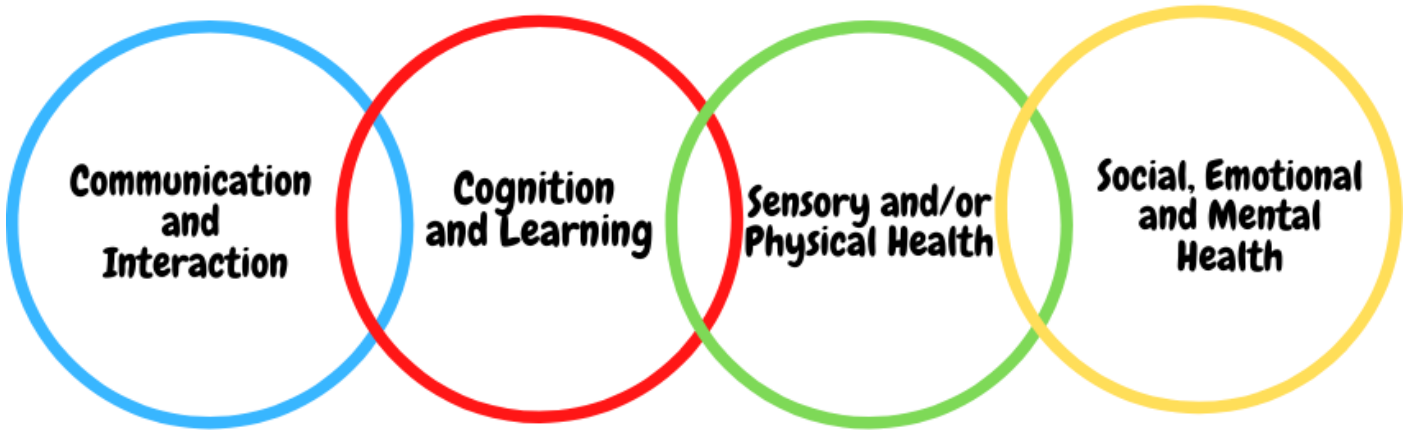
Additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this. We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

4. Review

If despite all steps taken, good progress is still not being made we will refer back to our graduated approach and increase/change support whilst continuing to monitor and review progress. It may also be necessary, at this stage, to consult with the expertise and specialist services secured by the school. Consultation meetings are held in the Autumn and Spring terms where you can meet your child's teacher to discuss and look at their work in different subject areas. Parents that have children on the school's SEN Support Register, are also invited to termly meetings to review their child's Individual SEN Support Plan. Your child will be involved in reviewing their targets at appropriate times throughout the term, with the class teacher or teaching assistant, and during the setting of new targets on a termly basis. If, of course, you would like to meet Mrs Francis or your child's class teacher at any point during the term, this can be arranged by appointment via the school office.

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 low stimulus area
- Flexible approaches to timetable
- Modifications to lunch and breaktimes
- Enhanced access to additional aids
- Access technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions
- Mentoring and buddy systems
- Social stories and social skills groups
- Access to Speech and Language Therapist

Cognition and Learning

Strategies to support children with these needs include:

- Regular, individually focused intervention
- Increased access to small group support
- Practical aids for learning
- Phonic development programmes- eg Read Write Inc, Lexia
- Increased access to ICT- eg visualisers, zoomtext
- Flexible groupings
- Enhanced access to technical aids e.g. ICT software and/or hardware
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum will be adapted to meet the learning needs of the child/young person
- Delivery and Differentiation
- Frequent repetition and reinforcement.
- Individual tutoring programmes
- ICT support using Numbots, Times Tables Rockstars and Reading Plus

Sensory/Physical

Strategies to support children with these needs include:

- Occupational Therapy interventions supported by Future Steps, e.g. SMART programme, Calming & Regulating programmes, Just the Right State programme
- Access to sensory support apparatus e.g. peanut balls, wiggle boards, resistance bands, wobble cushions, fidgets, chewellery, ear defenders, slanted writing boards, pencil grips, coloured overlays
- 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
- Access to support for personal care, e.g. school nurse service

Social, Emotional and Mental Health

Strategies to support children with these needs include:

- Access to time out/individual work area
- Mentoring (adults and peers)
- Individualised rewards system
- Access to counselling service -CAMHS and Alliance
- Increased access to additional adults in the classroom
- Alternative curriculum opportunities including reduced timetables
- Opportunities to develop Social Emotional Aspects of Learning
- Visual timetables
- Personalised programmes of intervention e.g. RRR, 5 Weeks to Wellbeing
- Qualified staff to support behaviour and attendance
- 1:1 support plans where required
- Transition programmes in place. Transition preparation for those with SEND begins in Year 5, with meetings to discuss and guide parents to choices of
- secondary placements. In Year 6, when the placement is confirmed, a transition programme is developed to meet the individual needs of the child

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.

How do we support transition in our school?

Transition within classes/key stages:

Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Individual targets/requirements for all SEND children will be discussed with the new teacher and agreed by Mrs Francis.

Transition to Secondary settings:

We work closely with all secondary schools in the area. The majority of our children move on to St Michael's Catholic Academy in Billingham. 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 IEPs, EHCPs, Child and Family Services and pastoral matters. We can 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 Michael'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

Stockton Borough Council Local Offer:

<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page?localofferchannel=0>

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

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 trip 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, Mrs Whyte, oversees all trips 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

Chelsea Black SENCo

St Joseph's Catholic Primary School

Low Grange Avenue
Billingham
TS23 3NN

Tel: 01642 560056

Email: office@stjosephsbillingham.bhcet.org.uk

If you need to contact the school with any queries please phone the school office and speak to Mrs Swainston who will endeavour to help you. Chelsea Black is the SENCo and Jen Moodie (Deputy Headteacher) SEN support

How to contact the Governors:

The Chair of Governors, Mrs Judith Waugh can be contacted in writing via contact details above.

Name of school SEND governor.

Mrs E Dodsworth