

# SEND Information Report

St. Joseph's Catholic Primary School



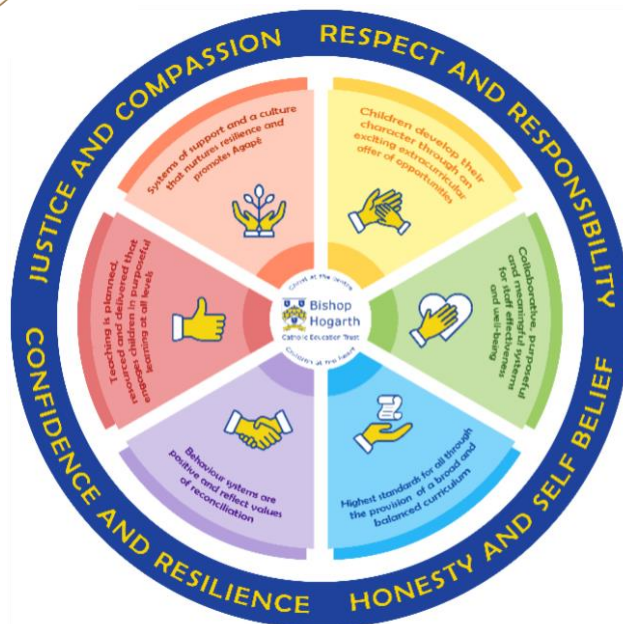
As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

**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

Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is personalised to meet every child's need. This is the first step in supporting pupils who may have Special Educational Needs and Disabilities (SEND). All children are challenged to do their very best. This is enough for most pupils to make progress.

All children will be taught a broad and balanced curriculum; differentiated to the needs of each individual. Where children require extra support, specialist resources or extension materials, these will be provided wherever possible.

All children are known well by their class teacher, who develops strong relationships with them. Good behaviour and work are rewarded. 'Behaviour Policy' (reviewed September 2022).

Your child can express their views directly to staff, e.g. their 'Safe Person'. The student council representatives encourage all pupils to have a voice in school.

We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed. 'Supporting Children with Medical Conditions Policy'.

We run a wide range of extracurricular clubs including football, gymnastics, computing, arts and crafts, cookery, choir.

There is also a SEND governor who has particular involvement with SEND policy and provision.

## 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 SEND 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 Doyle (SENDCo). 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 SEND Support Register and a plan will be devised by the class teacher that will set achievable targets. These will be reviewed and updated half termly.

EHCPs (Education, Health and Care Plans) will be used when a child's needs are deemed more complex and require the input from a range of outside agencies. This could be in the form of Educational Psychologists, Occupational Therapists or other professionals with an area of expertise, e.g. Autism. An EHCP helps to determine the level of educational, social and health support the child needs.

If you are concerned about your child's progress or that your child may have SEN and/or a disability, please contact Mrs Doyle (SENDCo) on 01325 300337

### 2. Plan

**Our procedures are in line with the SEND 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 Doyle, the SENDCo. 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 SENDCo and staff with specific curriculum responsibilities. Where provision does not result in adequate progress, as outlined in the SEND Code of Practice, the SENDCo, Mrs Doyle, 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 sessions 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. A further opportunity is provided in the Summer term for you to discuss your child's end of year report.**

**Parents that have children on the school's SEND Support Register, are also invited to termly reviews of their child's Individual Education Plan. Your child will be involved in reviewing their targets with the class teacher or teaching assistant, and during the setting of new targets on a half termly basis. If, of course, you would like to meet Mrs Doyle or your child's class teacher at any point during the term, this can easily be arranged.**

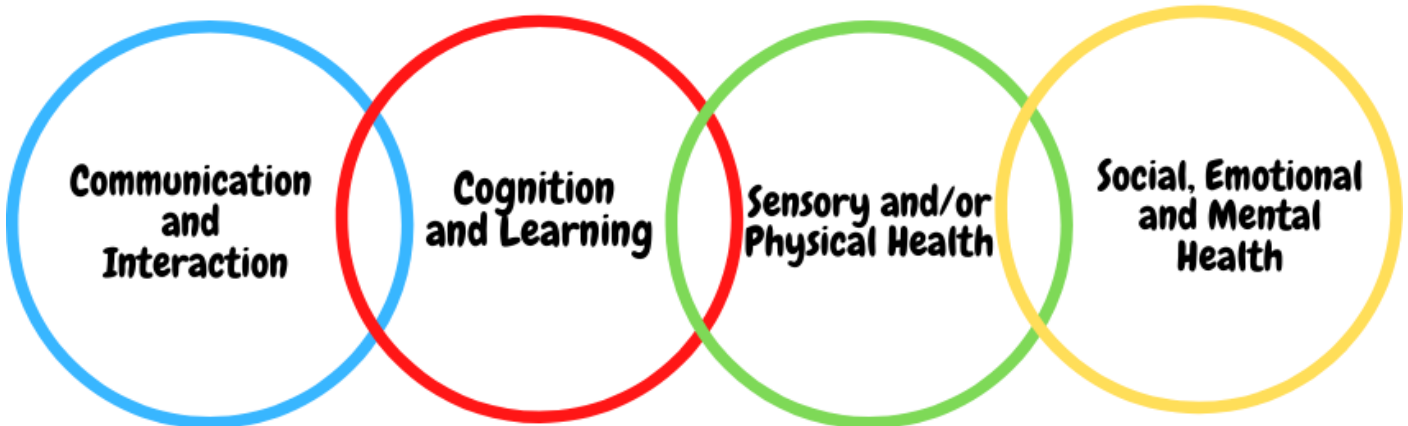
**For every child who is in the care of the Local Authority, (a looked after child - LAC), a Personal Education Plan (PEP) will be devised. This Plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements.**

**If your child has an EHC plan, you will be invited to an annual review of this plan.**

**Homework is given regularly and your child may have the opportunity to access computer programmes to support their learning at home through Teams. You are encouraged to support your child's learning at home.**

## 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.  
Visual timetables used  
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  
Now and Next boards  
Objects of reference

#### **Cognition and Learning**

Strategies to support children with these needs include:

Regular, individually focused interventions, e.g. in reading, writing, phonics  
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, vocabulary mats  
Increased access to ICT programmes, e.g. TTRockstars  
Flexible groupings  
Paired Talking  
Access to technical aids e.g. spell checker, ICT software and/or hardware  
Adaptations to assessments to enable access e.g. readers, scribe, ICT  
Curriculum/delivery adaptations to meet the learning needs of individuals  
Frequent repetition and reinforcement

### **Sensory/Physical**

Strategies to support children with these needs include:

Concrete apparatus available to support learning  
Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum  
Sensory resources available e.g. wobble board, headphones/ear guards  
Access to support for personal care, e.g. school nurse service  
Enlargement of resources and modified resources  
Transcripts and ICT software

### **Social, Emotional and Mental Health**

Strategies to support children with these needs include:

Access to time out of the classroom/individual work area  
Individualised rewards system, if needed  
Access to counselling services, e.g. CAMHS,  
Increased access to additional adults in and out of the classroom  
Supported transition programme with chosen secondary school, additional transition days if needed  
Opportunities to develop Social and Emotional aspects of learning through small group work  
Occupational Therapy services  
Access to the EWEL Team

## **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 have been involved in:

Sounds Write/ Phonics training  
Handwriting training  
Fine motor skills training.  
ADHD Training  
Mental Health and Wellbeing Training  
Elsa  
Lego Therapy  
Attention Autism



## 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 children with SEND will be discussed with the new teacher and agreed by Mrs Doyle.

Children will have a transition morning with their new teacher in the Summer term.

### Transition to Secondary settings:

We work closely with all secondary schools in the area. The majority of our children move on to Greenfield, Woodham, St John's or Carmel.

Meetings are held for the transfer of essential information relating to Short Notes, 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 Year 6, staff from the secondary school will always be invited to the review meetings.

During the last term, staff meet our Year 6 children and in addition to this, our Year 6 children attend their chosen secondary school for one or two transition days.

Additional transition days can be arranged if needed.

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

### The Local Offer

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. - Admission Policy.

Most of the ground floor 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 English as an additional language (EAL) team. Our Polish families are also supported by one lunchtime supervisors and Mrs Palczynska (Teaching Assistant). Key documents are also translated for our Polish parents.

Close links with EAL and equalities team at Durham Local Authority.

## 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. - Equality Act.

The Headteacher 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

01325 300337  
admin@stjosephsna.bhcet.org.uk  
SENDCo- Mrs J Doyle  
Headteacher- Mrs K Evans

### Name of school SEND governor

Mary Wood