



ST JOSEPH'S RAISE NETWORK 2024-2025

SEND INFORMATION REPORT 2024 - 2025

<p>RAISE Network</p> <p>Restore Interact Support Engage Nurture</p> 	<p>Receiving Additional Intervention Support & Enrichment</p>
--	--



St Joseph's and students with additional needs



What should I do if I think my child has a Special Educational Need or Disability?

Your main point of contact at school should always be your child's form tutor. You can start by contacting the form tutor, who will be able to discuss your concerns. If you need to speak with other staff members, such as Head of Years, subject teachers or the Special Educational Needs Coordinator (SENCO), then the form tutor will be able to help you arrange this.

What is the school ethos/approach to SEN and Disability?

As reflected in our mission statement, every student at St Joseph's is recognised as having individual skills, talents and abilities and is equally important and valued. The school therefore is committed to responding to any individual's special educational needs at any stage of his/her school career in order that he/she may be fully included and given the opportunities to develop his/her skills, abilities and talents to the full.

St Joseph's RC High School is a Catholic mainstream school and has the **RAISE** network to support any individual who is **R**eceiving **A**dditional **I**ntervention, **S**upport and **E**nrichment. Achievement with care is our vision for all our students. We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We identify and assess students with SEND as early and as thoroughly as possible using the SEND Code of Practice (2015) [SEND Code of Practice](#)
- Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach when required.
- We aim to meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school. The SENCo holds the NASENCo National Award for Special Educational Needs Coordination.



1 - We aim to RAISE...

High quality adaptive and inclusive teaching, for individual students, is the first step in responding to students who have or may have additional needs.

How does St Joseph's school adapt the curriculum and school environment for students?

Subject teachers are responsible for the progress of all students in their lessons. High quality adaptive and inclusive teaching is the first step in responding to students who have or may have

additional needs. The Code of Practice 2015 suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.

The SENCo and Senior Leadership team will ensure:

- Teachers understand a student's needs and are trained in meeting those needs.
- The quality of teaching for students with additional needs and provision across the school is efficiently managed.



What is the school policy for the identification of needs?

In accordance with the SEND Code of Practice (2015) [SEND Code of Practice](#) there are four broad areas of SEND need.

- Cognition and Learning
- Speech, Language and Communication
- Social, Emotional and Mental Health
- Sensory or Physical

These four broad areas give an overview of the range of needs that a young person might require to help them reach their potential within school. The support provided to an individual will always be based on a full understanding of their particular strengths and needs.

Broad areas of need

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some young children require special educational provision because they have a disability which hinders them from making use of the facilities generally provided. Many young children with vision impairment, hearing impairment will require specialist support or equipment to access their learning.

Early identification, assessment and provision for any student with SEND is vital and any student who is thought to have additional learning needs is identified and assessed as early and thoroughly as is possible and necessary.

Our School's RAISE network and provision

MAKE A REFERRAL

Referrals can come from a number of sources:

- Subject teacher's/HOD request
- Student self-request
- Parental request
- Management request
- Transition information from Primary School
- Diagnostic tests
- Data tracking via Teaching staff/ SENCo /Heads of Department

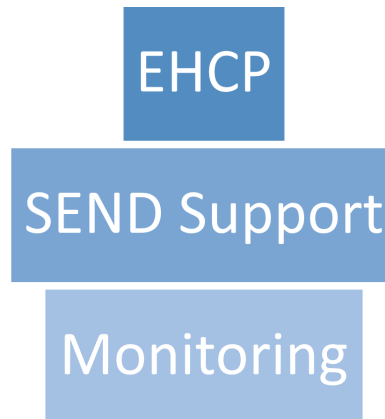


Where a student has been identified as having an additional need, school will take action to remove barriers to learning and put effective personalised provision in place, concentrating on desired outcomes for the student.

A student will be placed on the RAISE list (formally the SEND register) when, after initial assessments and interventions targeted at their area of weakness, a student's progress still continues to be less than expected.

All students with difficulties in one or more of the four broad areas of need will be placed on the RAISE list. This is a list of students who have a learning difficulty or disability which requires special educational provision to be made. This could be to do with behaviour or ability to play with other children, academic progress, ability to understand, ability to concentrate or perhaps their physical ability is affected in a way that makes it difficult for them to learn. When students

are placed on the RAISE list there are three subcategories that a student may be placed in. These are described below:



- *Education and Health Care Plan:* These students have an EHC plan which is a legal document which:
 - identifies your child's special educational needs
 - the additional or specialist provision required to meet their needs
 - the outcomes the provision should help them to achieve
 - the placement: the school or college they should attend
- *SEND Support:* This is the system by which schools should assess the needs of children, and then provide appropriate support. Students are placed as SEN Support where they are not making expected progress with high quality adaptive and inclusive teaching and require additional support and provision. The SEN support system follows four stages, often referred to as a 'cycle': Assess, Plan, Do, Review, addressing a range of different areas e.g. literacy, social skills, attention and/or behaviour. For further information about this cycle, often referred to as the 'graduated approach', see Chapter 6 of the SEND Code of Practice 2015.
- *Monitoring:* At this stage, students data across the curriculum indicates that they are making expected progress with high quality adaptive and inclusive teaching and do not require any additional interventions. They will be monitored to ensure that this progress is maintained.

RAISE Network at St Joseph's



Information for Parents/Carers

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment. A comprehensive guide to provision at St Joseph's can be found in the following link: [A parent/carers guide to provision at St Joseph's](#)

Sometimes, students with an educational need require additional support to make progress across the curriculum, because they are below the expected levels of progress from their starting point or are experiencing other difficulties which are affecting their progress in school. The SENCo will then organise intervention for an individual or small group of students, which might include one of these provisions, for example:

- *Additional adult support in the classroom* – Teaching Assistants (TAs) who support the teacher in helping the learning of students within the class. Recent research recognised that support from teaching assistants was not a substitute for focused, highly skilled teaching, and that students in mainstream schools and where 1:1 velcroed teaching assistant support was the main type of SEND support, were less likely to make good academic progress than those who had access to specialist teaching. The TA should not

become the main educator for SEND students but should add value to what teachers do. This could include the TA working with students without SEND in the classroom, allowing the teacher to focus more time on the children with SEND.

- *Some lessons* are in smaller ability groups with generous teacher to student ratios resourced by an allocation of the funding for SEND students to general staffing within school.
- *Intervention sessions* – when students come out of some lessons for pre-arranged sessions with the Intervention coordinators for example, handwriting, reading, numeracy, study skills, organisation skills, social skills, etc. These sessions are arranged on a carousel method so that students do not miss the same subject area each time.
- *Personalised Timetable* –, a student can sometimes be issued a timetable to suit their needs which can include a work placement to aid employability success.
- *Emotional and Social sessions*-these include behaviour management, friendship, self – esteem, mindfulness, emotional regulation and life skills.
- *Dyslexia Friendly School* - the school uses grey paper for all to support students with dyslexia and visual-stress. Coloured overlays are available in all classrooms for any students that require them. The school has achieved the Dyslexia Friendly Award.
- *Inclusion Quality Mark* - the school has achieved the Inclusion Quality Mark which certifies good inclusive practices and evaluates equal opportunities for all students regardless of age, gender, ethnicity, attainment and background.

The first intervention with any student with additional needs is always to support with High quality teaching within the classroom to adapt for their needs.

Communication and interaction	Cognition and learning
<p>Which children: Speech, language and communication needs (SLCN), Specific learning difficulties (SpLD), Autistic spectrum disorders (ASD), hearing impaired (HI)</p> <p>Barriers to learning:</p> <ul style="list-style-type: none"> • Difficulty with communication because they don't understand what others have said, or they can't form sounds, words or sentences (SLCN) (HI) • Difficulty recognising words, difficulty with fine motor skills (writing) and coordination (SpLD) • Difficulty with comprehending/understanding some communication and instructions (masked by learned phrases or echoing what a teacher says) (ASD) • Difficulty with social interaction and imagination (ASD) • Easily distracted, cannot cope with any change in routine, and gets upset by certain stimuli, e.g. loud noise (ASD) <p>Strategies to meet needs:</p> <ul style="list-style-type: none"> • Use shorter sentences • Speak clearly and avoid speaking too quickly • Pair the pupil up with another peer who is a good language role model, and with a supportive group of friends • Give the pupil simple messages to take to other peers or staff (verbal and written) • Use open questioning, giving pupils time to respond • Read aloud and use commentary to improve pupils' listening skills • Use discussion and visual cues (symbols, pictures, photographs) to support written communication • Use props to encourage pupils to talk more, e.g. telephone, audio recorders, digital camera, digital video camera, iPad • Engage the pupil in sequencing and matching activities to develop language • Teach language skills through games, e.g. 20 questions, role play, guessing games using verbal cues, hot seating • Provide a quiet area for talking and listening activities in the classroom • Provide key vocabulary and word lists • Pre-tutor a pupil before a lesson to familiarise them with new vocabulary 	<p>Which children: Moderate learning difficulties (MLD), Severe learning difficulties (SLD), Profound and multiple learning difficulties (PMLD), Specific learning difficulties (SpLD)</p> <p>Barriers to learning:</p> <ul style="list-style-type: none"> • Difficulties with reading, writing, spelling and number; poor coordination; poor concentration and lack of spatial awareness; mismatch between achievement and ability; poor behaviour as a result of being a frustrated learner (SpLD) • Learn at a slower pace; difficulty acquiring basic skills in literacy and numeracy; difficulty understanding concepts; low self-esteem; some language delay; poor concentration; underdeveloped social skills; (MLD, SLD) • Poor self-help skills; poor coordination and perception; severe and multiple learning difficulties with physical or sensory impairment (PMLD) <p>Strategies to meet needs:</p> <ul style="list-style-type: none"> • Give extra time where needed, allowing pupil to work at own pace • Break learning and tasks down into smaller steps • Give step-by-step instructions and write down homework for them • Model what you want the pupil to do (demonstration) • Provide breaks between learning tasks • Support written tasks with mind maps, writing frames, prompt cards, word lists, visual prompts, symbols • Check pupil's understanding by asking them to repeat back what you have said and asked them to do, and to say what they have learned in the lesson • Allow pupils to present their work/responses in a range of ways to writing, e.g. using multi-media, ICT • Utilise a range of multi-sensory teaching and learning approaches (VAK) • Give immediate positive praise and feedback to reward effort/outcomes • Provide opportunities for over-learning to consolidate, use peer-to-peer tutoring • Give pupils sufficient thinking time to process information • Enable pupils to work in pairs, in a small group, independently, and whole class

Table 1: Examples of meeting the needs of students with high incidence additional needs

Social, emotional and mental health difficulties	Sensory and/or physical needs
<p>Which children: Attention deficit disorder (ADD), Attention deficit hyperactivity disorder (ADHD), Obsessive compulsive disorder (OCD),</p> <ul style="list-style-type: none"> • Oppositional defiance disorder (ODD), Autistic spectrum disorders (ASD), including Asperger's syndrome and autism, bipolar disorder, anxiety disorder <p>Barriers to learning:</p> <ul style="list-style-type: none"> • Immature social skills, difficulty in making friends, withdrawn, socially isolated • Challenging, disruptive or disturbing behaviour; aggressive behaviour • Depression, mood swings • Self-harming, eating disorders, substance misuse <p>Strategies to meet needs:</p> <ul style="list-style-type: none"> • Consistently apply classroom/school rules for behaviour • Model good behaviour for learning, and pair the pupil up with a positive peer role model • Incorporate turn taking cooperative learning activities in lessons • Give one instruction and one task at a time, don't overwhelm the pupil • Catch the pupil being good, use positive praise, focus on the pupil's strengths, talents and interests • Defuse confrontation with humour, change the subject, send the pupil on a message, give them a classroom responsibility • Provide time-out in a quiet calm distraction-free area of the classroom 	<p>Which children: Visually impaired (VI), Hearing impaired (HI), Multi-sensory impaired (MSI), Physical disability (PD)</p> <p>Barriers to learning:</p> <ul style="list-style-type: none"> • Limited mobility, physical tiredness due to side effects of medication or medical condition, poor concentration (PD) • Unable to distinguish or hear sounds and speech (HI) • Unable to see fully or partially (VI) • Unable to see, hear or speak (MSI) <p>Strategies to meet needs:</p> <ul style="list-style-type: none"> • Ensure pupils can see the interactive whiteboard, TV, PC monitor who don't have a VI • Use a visualiser, enlarged text, or put text onto an audio player for those with VI • Dim bright light to reduce glare, use window blinds, or re-seat pupil (VI) • Provide a reader, where appropriate (VI) • Produce written text in a range of alternative multi-media formats • Provide extra time for completing tasks and tests • Face HI pupils when speaking so they can lip read • Use a hearing loop/lapel microphone for HI pupils

	Cognition & Learning	Communication & Interaction	Behaviour, Emotional & Social Development	Sensory and/or Physical Medical Conditions
Transition	Pastoral visits to primary schools to gather information by transition coordinator and SENCo . SENCo visits primary schools and attends some review meetings □ Ongoing liaison work between subject departments and primary schools □ Individual visits to St Joseph's with potential student where required. □ New Intake Evening □ Students Induction Days in the Y6 Summer Term □ SENCo and Year Manager meet to discuss SEN issues and placements □ Open Evening □ Nurture or welcome group transition evenings □ Data Exchange			
Years 7-11	Pupil Passport In class support (Teaching Assistant) Specialist Teaching Additional Literacy / Numeracy teaching Progress Tacking Annual Review Student Information to staff Homework Hive facility Access Arrangements Guided Options choices Curriculum Pathways Exam Access Arrangements Revision booster Classes Connexions	LOW INCIDENCE Possible Access to Speech & Language advice and/or programme In Class Support if appropriate Visual Timetable Social Stories Comic Strip Conversations Whole school INSET Social Skills group interventions. Increased Visual Aids Use of Symbols / Visuals Structure School & Class routines Environmental Clues (e.g. Signs)	In Class Support Pupil passport Time-out Card Tutor support School Counsellor Student mentoring Social Skills Group Anger Management Pastoral support Curriculum pathway options Behavioural support Work / College Involvement if appropriate CIAG careers meetings Mentoring (year 11)	LOW INCIDENCE School offers an individual response to the wide range of needs through flexible deployment of resources and personnel. Support may be short, medium or long term to enable access to an inclusive mainstream placement. Staff are aware of impairment implications and offer flexible teaching arrangements. Some in-class support may address health and safety or access issues.
Access strategies	Multi- Learning Styles Writing Frames / Key Word Banks Student Information to staff Home / School Link Ability Sets / Small Groups Differentiated Teaching & Planning in all curriculum subjects School Marking Policy School Homework Policy Advice from Specialists Pathways choices Exam Arrangements	Student information Peer-Mentoring Differentiation in all subjects Self-Esteem Group Technical aids e.g laptops/text help Advice from Specialists	Community & Transition Support Mentor Peer Mentor & Individual Mentoring Pastoral Systems Whole School Behaviour Plan Whole School Class Rules School Reward Policy School behaviour Policy Social skills sessions Advice from Specialists	Accessibility toilet Medical Room Health Care plans Lunchtime Activities / Library Keyboard skills training Toilet Pass Information to staff Technology/laptop/pen grips Advice from Specialists
Liaison with Parents	Individual Home-School Liaison diaries, SENCo – by request or at scheduled review meetings, Subject teachers – by request or at scheduled Parents Evenings, Pathway Evenings Year 8 & 9), Requested Options meetings with SENo or SLT. Year Pastoral Manager, Early Intervention team, Connexions Service, Counsellor , Educational Psychologist - via referral, Other external agencies - via referral, Ladywood Outreach – via referral, Bolton independent advisory service (Parent Partnership) support in meetings.			
Partner Agencies	Educational Psychology : BBSS (Bolton Behaviour Support Service) □ Connexions (Careers Advice) □ BSS (Bolton Sensory support service) □ Speech and Language Service □ Occupational Therapy □ Physiotherapy □ Youth Offending Team □ Targeted Youth □ CAMHS □ Bolton independent advisory service □ Home and Hospital Teaching Service □ Impact trust Units □ Educational Support Team for LAC □ School Nurse □ Disability teams □ EIT(early intervention team) □ Ladywood Outreach			
Staff CPD	Whole School INSET from internal / external sources on high quality teaching □ Targeted individual training □ INSET Coordinator maintains log of skills base □ Knowledge disseminated at staff meetings/INSET □ Inclusive practice self-evaluated through performance management □ Rolling program of medical training – e.g, epilepsy, anaphylaxis etc.			

2 - Table 2: Low incidence interventions

Evaluating the effectiveness of the RAISE network provision



All students offered additional intervention and support, will be recorded within the RAISE network via the school provision mapping system. School now uses an external software called EDUKEY to map a student's provision. Student's provision will be reviewed after a set period of time depending on the type of intervention and the effectiveness of the support and the impact upon a student's progress will be reviewed in line with an agreed date from the start of the intervention.

Other qualitative systems for assessing and planning within the RAISE network will be the 'Student Provision Passport', reviewed termly by key workers with students, to enable key barriers to learning to be understood by all staff.

Student passports will be available for any meeting/review of a student's progress throughout the year.

Progress towards outcomes is also shared with students and parents via the passports, and at progress evenings with subject staff.

Students are also assessed by the schools tracking system, measuring progress to targets by SISRA and Fisher Family trust: evaluating the performance of students with additional needs using internal assessments and GCSE outcomes.

For students currently on an Educational Health and Care Plan

The logo for Educational Health and Care Plan (EHCP). It consists of the letters "EHCP" in a large, white, sans-serif font, centered on a solid blue rectangular background.

The LA initiates an annual Review by writing to the Headteacher requesting that:

- The Headteacher convenes a Person -Centred Annual Review Meeting.
- Prepares a School Advice Report based on information collected from subject teachers, pastoral staff, support staff.
- The Parents are invited to attend the meeting and submit written advice
- The student is invited to attend the meeting and submit written advice
- All external agencies involved in supporting the student are invited to attend the meeting and submit written advice.

All advice received will be collected and circulated to all those attending the Review Meeting before the meeting date.

Those attending the Annual Review will:

- Consider the progress the student has made over 12 months
- Consider whether any amendments need to be made to the Education and health Care plan.
- Review provision
- Set new targets for the year
- Consider whether the Educational Health and Care Plan remains appropriate
- Consider to cease to maintain the Educational Health and Care Plan

Criteria for exiting the RAISE list

A student can exit the RAISE list at any time within their school career but below summarises the criteria for each tier of the RAISE

1. *Education and Health Care Plan:* These students remain on the RAISE list for the duration of their EHC plan being in place. Should the EHC plan no longer be required due to all outcomes being met and additional or specialist provision not be required, a student would move to SEN Support or Monitoring depending on their level of need at the cessation of the plan.
2. *SEN Support:* A student can move from SEN Support to monitoring at any time within their school career:

- a. when they have met the desired outcomes and are making expected progress and are no longer receiving additional support to achieve those outcomes or expected progress.
 - b. when there is evidence that the student is making progress academically
 - c. the student is achieving or exceeding their expected levels of progress
 - d. verbal feedback from the teacher, parent and student suggests additional interventions are no longer required and the student is on target to achieve or exceed their expected levels of progress.
 - e. formal or informal observations of the student at school, suggests additional interventions are no longer required and the student is on target to achieve or exceed their expected levels of progress.
3. *Monitoring:* All students with difficulties in one or more of these four broad areas of need will remain on the RAISE list.

Supporting students with additional needs during transition



Our goal is to make sure our new students feel like they belong at St Joseph's before they officially arrive. Learning is most effective when students feel they belong and are comfortable in the school environment.

Key Stage 2-3 (Year 6 to Year 7)

- Careful transition is planned and arranged by the Transition coordinator in school. The Transition coordinator works closely with primary schools to organise activities whilst in primary, visits and experience of secondary life for all prospective students and those who are especially vulnerable at transition.

- All students in year 6 who have accepted a place at St Joseph's for year 7 are invited to two intake days in July. These days provide a taste of secondary school life, involve experience of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates.
- The school arranges additional transition groups and visits for vulnerable year 6 students to get to know the school site, meet staff with whom they will work and learn about how the school is organised. Additional visits to school can be arranged as deemed necessary to support any anxieties.
- Students from smaller primary school with fewer students coming to St Joseph's are invited to attend welcome transition groups after school
- Parents/carers are invited to an 'Intake Evening' before the two transition days, to learn about the activities their children will be undertaking, to meet key members of staff and to receive information about the organisation of the school.
- The Transition coordinator and SENCo/Assistant SENCo visits feeder primary schools to meet students gather information from year 6 teachers and support staff.
- St Joseph's teachers are provided with information about all new students' needs, strengths and background before students start in year 7.
- The Transition coordinator may allocate Y6 students to tutor groups according to advice from the primary school as well as references from students and parents.



Our curriculum is a 5 year spiral curriculum which promotes a rich curriculum to deepen understanding of content and skills to prepare them for a life at St Joseph's and beyond. Cross curricular links and wider curriculum skills are embedded throughout the curriculum with enrichment enhancing the curriculum offer. Students begin specialising in Year 9 with personalised pathways. More information on the whole school curriculum can be found in our curriculum area of the school website. [St Joseph's Curriculum](#)

KS5 Transition (Year 11 to Year 12)

- The school arranges visits to open days and further education fairs for all students. Support with finding and applying for apprenticeships is also available.
- For students who wish to consider attending university in the future, the school works with higher education establishments to provide experiences for students to inspire the ambition to pursue this route.
- All students in year 11 are provided with 1-1 careers advice to help them plan possible routes for training or education.
- Students with an EHC plan who are moving on to further education are supported by the Connexions service. A Connexions worker will attend Annual Reviews from Y11 where possible to help plan and organise support for the move to college or vocational training.

- The SENCo will liaise closely with local colleges about individual students with additional needs.
 - All information relating to a student's exam concessions is passed on to college or training provider after enrolment at the next stage provider.
-

Joining mid-year

- All students admitted to the school after the start of the academic year are supported on entry, by a student 'buddy' is chosen to support the new student for the first few days of being at St Joseph's. The buddy takes the new student to lessons, introduces them to other students, answers questions and informs pastoral staff how well the new student is settling in to school
-

Moving to another school

- Contact is always made with the previous school to ensure the transfer of information and the child's school file.

Learning about your child's progress



We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the Form Tutor, Head of Year, or SENCo to discuss how their child is progressing. Parents/carers can contact staff through the school office:

Planned arrangements for communicating between school and home include:

- Each year group has one progress evening each year, when all subject teachers and the SENCO are available to meet with parents/carers and discuss progress and learning
- Each year group has interim reports published and sent home during the year, which includes current levels of attainment and behaviour for learning checks. These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas
- If your child has an Education, Health and Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCo and attended by parents/carers, and outside agencies involved in the student's welfare.

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system includes:

- Data capture points within years 7-9 to monitor progress and additional data capture points at Years 10 and 11, from all teachers, showing the current level of attainment and forecasts towards GCSE grades. This means that teachers and academic leaders in each subject area can track the progress of students across the school year and intervene if students experience difficulties.
- In the case of intervention programmes, progress is reviewed to inform and plan further intervention if necessary and reviewed by relevant staff on EDUKEY.
- Teachers plan and review lessons to meet individual needs.
- The Senior Leadership team and Middle leaders are responsible for whole school data and track the school's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students.
- At the start of Y7 students are assessed using CATS assessments to benchmark a student's potential.
- The school positive behaviour management system provides pastoral staff with evidence for how well a student is learning at school and thus provides parents/carers with information about how well a student is engaging with the learning opportunities on offer.



Communication Commitment

- Communication with parents/carers will be made when a student is initially placed on the RAISE list and then when any changes to their allocated place on the list is amended.
- Communication will take place when a student is invited to take part in additional support in addition to high quality adaptive and inclusive teaching in the classroom.
- Communication with parents/carers will take place when a programme of support is completed with detail of the impact of the provision.
- Communication will take place after each school report issued to parents/carers about the progress and attainment made for each student and whether any changes are to be made to the RAISE list.

[Planning for, and involvement in, your child's education](#)

Planned arrangements for communicating between school and home include:

- School also uses web-based plus App, 'E-Praise', which allows parents to track their child's attendance, praise points, behaviour concerns and homework.
- Each year group has one progress evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning.
- Each year group has interim reports published and sent home during the year, which includes current levels of attainment and behaviour for learning checks. These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas.

- If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCo and attended by parents/carers, teachers and outside agencies involved in the student's education.
- Pastoral staff will contact parents in the event of any concerns within school.
- Parents of children with additional needs will be consulted to review their child's Student Profile Passport which is produced to help staff identify learning provision needed to support your child within the classroom.
- Parents with a child on SEN Support will have the opportunity to meet with the SENCo during Progress Evenings and other informal meetings if required within school.
- We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the Form Tutor, Head of Year, or SENCo to discuss how their child is progressing. Parents/carers can contact staff through the school office
 - We have "RAISE Your Voice" forums which provide at least termly opportunities for stakeholder voice to inform the development of the school provision,

Involving children and young people in their education and in the decision making process

Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- The school has an active student leadership team, where students are elected each year to represent their peers. The student council consults on whole school plans, leads on charity activities at school and is able to express student views to senior leaders throughout the school year.
- Student Voice activities also form part of our Quality Assurance programme and Heads of Department and Senior Leaders will regularly carry out Student Voice activities
- Student panels regularly form a part of the school's interview process for new members of staff.
- If your child has an EHCP, their views will be sought before any review meetings and annual reviews are now person centred reviews fully involving the child where appropriate.

- Students receiving support also generate their own elements of the Student Profile Passport with support from their key worker and their parents.
- All connected with St. Joseph's have a responsibility to create a secure, safe environment for students in our care, so that parents may send their children to school in the confident knowledge that they will be protected from bullies. Details of our Anti-bullying policy can be found on the school website. [School Policies](#)

Support for your child's overall well-being



The school uses a positive behaviour management system where students are rewarded for positive behaviour within school. Behavioural incidents are monitored on the school SIMS system which enables the pastoral team to identify students who are struggling to adhere to the school's expectations and behavioural policy, and to investigate and address the reasons for this.

Students are placed in forms at Year 7 which gives them the opportunity to share their experiences with other students experiencing the same changes and transitions during registration. Tutors are the first point of contact for parents/carers about their child's pastoral and social well-being.

Pastoral staff can request support from the school counsellor for their students, when they consider it to be suitable. The areas of emotional difficulties that school provide for are: specified social skills; friendships and relationships; anger management; loss and change; self-organisation.

Students who struggle with social situations are provided with a choice of quiet spaces to go before school and during lunchtime within school in the RAISE network, these being the RISEN rooms.

If a student is unwell during the school day, then they will be sent to the Medical room. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The First Aid Officer will decide if the student is well enough to stay at school or not in liaison with the student's Head of year.

In a medical emergency, the First Aid Officers will attend urgently, or may call for an ambulance if the student requires hospitalisation. All staff are trained annually on administering Epi-Pens for anaphylactic shock, and students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

Where deemed necessary, some students will have a Health Care Plan written by or in conjunction with the school nurse.

Medicines for students are managed by the First aid officer-in the school office. If a student requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to the First Aid officer by a parent/carer
- The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge.
- To take their medicine, the student must go the medical room, where the dose will be administered.
- Each time the medicine is administered, the time, date and dosage is recorded

Training for staff teaching and supporting students with additional needs

All staff are notified each year on the needs of new students joining the school.

Training each year includes an input on developing high quality teaching to meet individual needs as part of the school's THINK ME!' focus.

The SENCo provides training to ECT's, new staff to the school and ITT students receive training as part of their induction course.

Training to staff may include training from specialist agencies such as offered by Ladywood Outreach teaching school or consultants, as well as from internal staff with relevant expertise to meet some individual needs of students.

Training has been provided to all staff members on becoming a dyslexia friendly school. Practices and strategies are being updated to ensure full inclusivity for all learners.

The SENCo may observe some students with additional needs within lessons and will update staff regularly on students' needs. Teaching Assistants are observed by the SENCO as part of their professional development and training needs identified to support staff and students.

The school works closely with other local schools, though the Local Authority SENCo network meetings, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.

The SENCO holds the NASENCO, Statutory National Award of Special Educational Needs Coordination.

Support and advice outside of school

The SENCO and Pastoral team, liaise with many specialist services and outside experts, to ensure provision for our students is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Bolton, Wigan and Lancashire, Inclusion Services
- Educational Psychologist
- Ladywood Outreach Services

Some of these specialists are available at review meetings where possible to discuss concerns, and next steps.

Bolton Independent Advisory Service The Bolton Independent Advisory Service is a statutory service that offers advice, information and support to parents who contact them with concerns about their son/daughter's additional learning needs. Most services have trained independent parental supporters (IPS) available to work with parents and schools and LEA. Most services will advise and offer any information to any parent who has concerns about their child in school. Concerns may cover a range of issues such as bullying, homework, social and learning difficulties, fear of school, and lack of satisfactory progress.

- Advice is impartial and confidential
- Parents are listened to usually by phone or in person
- Issues will be discussed
- Options will be considered
- Appropriate support will be offered

Information explained may be about:

LA processes

Government legislation

Statutory rights

Tribunal appeal

School provision

Who is best placed to help

Support may range from:

Telephone contact

Home visit

Help with reading documents

Writing reports

Independent mediation with LA or school

Preparation for meetings with school or LA

Attending meetings with school or LA

Local parent

The Bolton Information and Advice Service can be found at: www.bolton.gov.uk/sendlocaloffer



Bolton SEND Local Offer
Your special educational needs and disabilities information hub

Bolton's Local Offer

Are you a...

- ☆ Young person with a special educational need or disability
- ☆ Parent or carer of a child/young person with a special educational need or disability
- ☆ Practitioner working with a child/young person who has a special educational need or disability

If so, take a look at...
Bolton's Local Offer.

Bolton Council

Ensuring the inclusion of students with additional needs in activities outside of the classroom

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on an equal opportunity and inclusive approach. All students have the opportunity to access any "Bucket List" activities and any trip offered by school. Staff liaise with the SENCo to understand provision that may be required to ensure all trips and activities are able to meet needs and any required provision is in place. A club is provided at break and lunch times within the RISEN rooms to support students who find it difficult on the yard. The school participates in inclusive competitions within Bolton and also opportunities to represent Bolton at the Greater Manchester Inclusive Youth Games.

Accessibility

In accordance with the Equality Act 2010 St Joseph's have considered how to overcome barriers to participation and aim to have an inclusive learning environment. The school adapts the physical environment for visually impaired students on the recommendation of audits

conducted by Bolton's sensory support team. There is access to accessibility toilets on the ground level for students. There is a full time counsellor on site during school hours. School has a medical room and access to a school nurse once per week as a drop in option during lunchtime for any student or by appointments made via pastoral support officers. Some staff are trained first aiders and all staff receive annual training on the use of epi pens, epilepsy and diabetes if relevant for the young people attending the school. The school also has defibrillators at various points around school.

Please see accessibility plan and policy on the school webpage for further details.

Admissions

Students with special educational needs or disabilities are admitted to St Joseph's in line with the schools admissions policy. School is aware of the statutory requirements of the SEN and Disability Act and always endeavours to meet the requirements. St Joseph's works closely with the Local Authority if the school has been named in an Education and Health Care Plan to meet the provisions of need for each student. The school admissions policy can be found on the school website.

Further Information and Guidance

Where can I find information about Local Authority provision for children and young people with SEN?

www.bolton.gov.uk/sendlocaloffer This is where Bolton's SEND Local Offer sits and provides information and support services for Special Educational Needs and Disabilities for anyone aged between 0 to 25.

How should complaints regarding SEN provision be made and how will they be dealt with?

Parents are regarded as partners in their child's education. Parents who have any complaint regarding the provision made at school for students with additional needs will follow the schools complaints procedure which is explained in the complaints policy on the school website.

How do I get a copy of the school SEN policy?

The SEN policy is reviewed annually and can be accessed on the school website

Who do I contact for further information?

SENCO Mrs Helen Horridge.

Contact details: HHorridge991@st-josephs.bolton.sch.uk

Tel: 01204 697456

Heads of Year:

Year 7 Mrs E Weall

Year 8 Mr R Cartwright

Year 9 Mrs L Anderton

Year 10 Miss E Tebay

Year 11 Mr L Sylvester