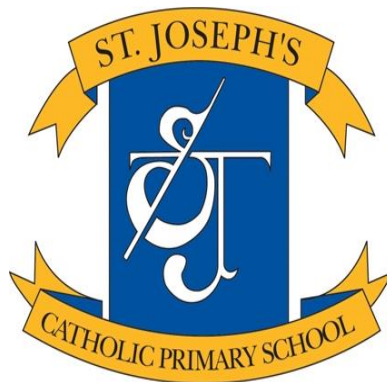


# St Joseph's Catholic Primary School



Following in Jesus' footsteps we live, learn and love

## SEND INFORMATION

### REPORT

### 2017-2018

**Name and contact details of the school's SEN Co-ordinator**  
Mrs Bernadette Murphy (BEd Hons)  
Tel : 01257 265998

Welcome to our Send Information Report which is part of the Lancashire Local Offer for learners with Special Needs and Disability (SEND). This information is updated annually.

### **The kinds of special educational needs for which provision is made at St Joseph's:**

St Joseph's Catholic Primary School is a mainstream school where each child is encouraged to learn and develop their uniqueness and potential through following in Jesus' footsteps. All our children are expected to try their best which ensures the best possible outcomes for everyone including our children with SEND.

We use the four broad areas of need in order to assess and identify pupils with SEND.

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

**Communication and Interaction:** This includes children with speech and language delay, impairments or disorders and specific learning difficulties such as dyslexia, dyscalculia, dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

**Cognition and Learning:** This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dyspraxia.

**Social, Mental and Emotional Health:** This includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.

**Sensory and/or Physical Needs:** This includes children with sensory, multisensory and physical difficulties such as hearing/visual impairment.

### **How does the school know if children need extra help and what should I do if I think my child may have special educational needs (SEND)?**

It is very important that SEND are identified at an early stage. We gather information to support early identification in a number of ways such as :

- Information from outside agencies involved with your child
- Information from previous school or nursery
- Concerns raised by class teacher or parents
- Recognition of slow rate of progress in whole school tracking systems

Class teacher's may recognise that a child is having difficulties in one or more of the four broad areas and the first response to this will be high quality, differentiated teaching targeted at their area of weakness. Where progress continues to be less than expected, the teacher, working with the SENCo, will begin to assess whether the child has SEND. Evidence will be gathered which will include the views of the

pupil and their parents. This will help determine the support that is needed and whether it can be provided by the school or whether something different or additional is required. If you have concerns that your child may have special educational needs, you should firstly contact your child's class teacher and discuss this with them. The class teacher will share this information with the school's SENCo (Mrs Bernadette Murphy) and actions will be taken to ensure the best possible outcomes for your child.

**How does the school make provision for pupils with SEND whether or not pupils have EHC plans and how does the school evaluate the effectiveness of its provision for such pupils?**

**What are the school's arrangements for assessing and reviewing progress of pupils with SEND?**

The class teacher and SENCo will consider all of the information gathered from within school about the pupil's progress. This may also include when appropriate, more specialised assessments from external agencies and professionals. As part of this information gathering process, we will have discussions with the pupil and their parents in order to develop a good understanding of the pupil's areas of strength and difficulty. Where it is decided that a pupil does have SEN, the decision will be recorded in the school records, the SEND register and the pupil's parents will be formally informed that special educational provision is being made. The aim of formally identifying a pupil with SEND is to help ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process: Assess-Plan-Do-Review. This graduated approach is called SEND support. The assess, plan and do part of this cycle is as detailed above with the addition of planning for the correct support to achieve the best outcomes and then deciding on the deployment of staff to carry out the appropriate support effectively. The external agencies and professionals that we have access to include :

- Physiotherapy services
- Occupational therapy services
- Speech and language therapy services
- Educational psychology services
- Children and adolescent mental health services
- Family support services for domestic abuse, family support, parenting programmes and emotional health and wellbeing.

The review part of the cycle is carried out informally daily and weekly through discussions between staff in school, and is reviewed formally every half term/term when the targets on your child's plan are evaluated to ensure that the desired outcomes have been achieved. This will be shared with you and your child and a new set of achievable targets will be decided on. You will have the opportunity to have a formal meeting with your child's class teacher to discuss the effectiveness of the provision every half term upon request. If this is not requested then the evaluations and new targets will be sent home. You may make an appointment with the class teacher or SENCo to discuss the provision being made for your child at any time by appointment.

## **How will both you and I know how my child is doing and how will you help me?**

At St Joseph's we operate an open door policy, which means that you may discuss your child's needs with us at any time before and after school, or by appointment for a more formal discussion.

If we have concerns that your child may have SEND, we will have an initial meeting with you to discuss this as described above in the assess section. Your child will then have an individual education plan (IEP) which has a set of targets aimed at their weaknesses, that are expected to be achieved within a 6 week (or half termly) period. We will always share these targets with you, explain how we are going to put support in place in school to help your child to achieve these targets in school, and explain how you can help your child to work towards these targets at home. After the 6 week period, we will evaluate the targets and again share the evaluation with you, either by letter or by an appointment with the teacher and/or SENCo in school. You must request this appointment otherwise the evaluation and new targets will be sent home. Class teacher's or SENCo may invite you into school to discuss your child's progress throughout the year, and there are two parent's evenings (one in the autumn term and one in the spring term) followed by a report in the summer term, where you will have the opportunity to discuss how your child is doing.

We will always share information with you on different services and information that you may be able to access that we feel may benefit your child or family. Information for parents is always available on our school website, and we have a range of leaflets available in the entrance area. The school's SEND policy is a lengthy document, however there is a wealth of information regarding how we can support you and your child with your child's learning.

This is available on the school's website or a hard copy can be requested via the office. We can also offer support to you as a family if you wish to access services for support with domestic violence, family support, parenting programmes and emotional health and wellbeing. If you would like further information on how to access support for any of these services, please speak to the school's SENCo – Mrs Bernadette Murphy or any member of staff.

We are a very caring and understanding staff who operate within the Catholic ethos of this school and all requests will be treated in the strictest of confidence and may help us to understand how we can support your child or family better in school.

The parent partnership service is a free service offered by Lancashire County Council to provide support for families of children with SEND. They can be contacted on 0300 1236706.

## **How will the school staff support my child? How will the curriculum be matched to my child's needs?**

We will have an initial meeting with you, class teacher and SENCo, to discuss your child's SEND and how we are going to meet your child's needs. We will also discuss at this point how we aim to do this. We use targets called SMART targets which are specific to the objectives in the National Curriculum and filtered down into bite size chunks that should be able to be achieved within the 6 week timeframe. SMART is an acronym for Specific, Measurable, Achievable, Realistic, Timely. We will use a range of teaching styles to adapt to your child's preferred learning needs. Your child

may be a predominantly audio, visual or kinaesthetic learner. We will take account of this and adapt our teaching as necessary.

The deployment of school staff will have been considered in the; assess and plan section of the graduated response for SEND support and will also be detailed in the “who will do this” section of your child’s IEP. The person who is delivering the provision for your child will remain under the strict instruction of the class teacher and SENCo at all times, and it is the class teacher’s responsibility to ensure that all provision is delivered effectively. The class teacher is accountable for your child’s progress towards the targets identified on their IEP.

### **How is the decision made about the type and how much support my child will receive?**

We have an experienced staff at St Joseph’s, who between them have a variety of strengths in certain subjects . When considering the type of SEND need that is applicable to your child, we will firstly consider the strengths and expertise of the staff that we have available in school. If we feel that your child’s needs can be met through the appropriate deployment of staff, then this will be discussed with you before you sign your child’s IEP. If we feel that we need extra advice about your child’s SEND from external agencies, such as medical professionals. This will also be discussed with you, and outside agencies will visit your child either at home, at clinics or in school to assess your child’s needs, and decide on an appropriate programme of action. This may mean that the professional works with staff in our school to provide the best possible outcomes for your child. Any recommendations that are made to school from outside agencies including the frequency of the support are also included in your child’s IEP as a SMART target.

The majority of children will have their needs met through the assess-plan-do-review cycle, however if a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to and identifying resources, is required and school, in consultation with parents will apply to Lancashire County Council for a statutory assessment leading to an EHC plan. Lancashire County Council has a seven step EHC Plan pathway for considering a referral for an EHC plan which can be viewed in the SEN policy on the school’s website or by requesting a hard copy via the school’s office.

If your child has SEN, arrangements may need to be made in order for your child to access certain tests such as SAT’s in primary school. The Headteacher ensures that all pupils with SEN have appropriate access to exams and other assessments, including an application for extra additional time, to dis-apply pupils from exams or to have support in the form of a ‘reader’ or ‘writer’.

### **How will my child be included in activities outside the school classroom including school trips?**

The school will only use companies to deliver extra-curricular activities who have a policy of full inclusion for all pupils. Company policies are checked and verified before any service level agreements are signed. Coaching/teaching staff are provided with details of specific needs before any activity commences. The school

would seek to arrange adult supervision where necessary and appropriate, whether this be parental support or staff supervision.

When planning educational visits which involve children with SEND, parents are included in the planning process where necessary and appropriate at an early stage to assist in overcoming potential barriers to ensure that the children are able to be included as much as reasonably possible.

The school will endeavour to provide appropriate provision and supervision for pupils with specific needs during periods outside the classroom. This may be 1:1 supervision for children with physical disabilities who receive such supervision in class, or arrangements will be made for children to play small group games in specific areas of the playground where appropriate.

### **What support will there be for my child's overall wellbeing?**

Health and therapy services are available in school. These include the school nurse visits in Reception and Year 6 which monitor weight and height. Hearing and vision are tested in Year 1.

Care plans are put in place for those children who require them. They are devised with parents and health professionals. All relevant staff are made aware of the content of the care plans for individual children and any specific training required takes place for the appropriate members of staff.

The school offers a child-centred approach when dealing with social and emotional issues, and all staff are fully committed to this. At St Joseph's we employ full time a learning mentor and family worker – Lorna Sherrard. We are also able to signpost families to appropriate services that can offer support to both child and family to deal with social and emotional issues. Referrals can be made to early support when appropriate.

The school is able to administer medicine and have a policy and procedure to ensure this is done with safety and practicalities in mind. Medicines are stored securely. The school has a graduated approach to behaviour and discipline, as described in the behaviour policy. Here at St Joseph's we discourage leave during term time and we provide rewards for excellent attendance. Parents requesting leave must do so in letter to the headteacher.

Safeguarding is of the highest priority and clear safeguarding policies and procedures are strictly adhered to. All staff receive at least Level 1 training in Safeguarding, and DSPs are in place and regularly receive updated training. Children are able to contribute their views to their overall well-being through IEP review meetings and informal discussions with members of staff.

Appropriate staff are First Aid trained and are aware of how to deal with medical emergencies, should this matter arise. Children with potential for specific emergencies, such as children with severe allergies, or epilepsy have care plans and details of how to act in the case of an emergency. All relevant staff are fully trained to administer appropriate emergency medication, such as epipens / epilepsy medication

**What specialist services and expertise are available at or accessed by the school?**

**What training have the staff supporting SEND had or what training are they having?**

The school has a designated SENCO, Bernadette Murphy, who works closely with Kathy Blackledge (Headteacher) and Lorna Sherrard (learning mentor and family worker) to ensure provision for all children. Bernadette Murphy is a full time class teacher so SENCO is an additional responsibility.

The school accesses specialisms through;

**therapy services, speech and language therapy services, school nurse, educational psychologists, and children and adolescent mental health services (CAMHS)** and can refer pupils to these services with parental permission, via single point referral for some services or via a common assessment framework (CAF) for other services. We also have the option to purchase advice and resources from a specialist teacher – Ann Walmsley. This referral process, or request for support is usually carried out by the school's SENCO after consultation with the Headteacher, class teacher, pupil and parents.

**Information about how equipment and facilities to support children and young people with SEND will be secured?**

School apply to the LEA for equipment using an SEQ1 form to request equipment that costs above a certain threshold. This equipment is then provided to school via LEA stores. The equipment is returned to the LEA when no longer needed. Due to the nature of Catholic schools, we are able to apply to the Archdiocese for LCVAP funding to make reasonable alterations to the school building where children with SEND may be exposed to health and safety risks. We also have a nominal amount of money delegated to school via the LA to support equipment and facilities to support children with SEND.

### **Supporting Children Emotionally**

At St Joseph's, the emotional and pastoral support of all our pupils, including those with SEND, is paramount. Where extra support is required emotionally we have a learning mentor who works closely to support children on a 1:1/small group basis.

Behaviour is dealt with through the whole school system. All children are expected to comply with the behaviour policy. The school is aware that sometimes children need extra support which may be through personalised behaviour plans, working with the parents and working with the Learning Mentor

### **Bullying**

Staff must remain vigilant about bullying behaviours as children with SEND may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them. Should any bullying occur within the context of SEND then we would follow procedures as outlined in our anti-bullying policy and where necessary would make adaptations to meet each individual child's needs.

## **How accessible is the school both indoors and outdoors?**

### **Accessibility of the school environment**

We are a very welcoming school with friendly staff who form good relationships with pupils and parents, and are very accommodating. The school is fully accessible, a designated disabled parking space close to the school main entrance, a lift so that all areas of the school can be accessed. Access to a changing table and shower.

### **Access to information**

We encourage parents to meet regularly with the class teacher and/or SENCo so that information can be shared. Parents are encouraged to access information and services that school feel would benefit their child/family.

The school office area has a collection of leaflets, information and advice on services that can be accessed.

A weekly newsletter and termly class newsletter is sent home and available on the school website. This can be enlarged or translated if requested.

We ensure that all information is accessible to all interested parties and our school is happy to explore other means of making information accessible to parents, such as and other languages should this be required. This request should be made via the school office if required.

### **Accessibility of provision**

Many of our resources have pictures and words to support children's access to them. We explore alternative ways of presenting activities such as coloured overlays to reduce visual stress. We have a wide range of reading books that are carefully selected to capture the interest level of older children, whilst still being phonetically decodable for children who may have difficulties with learning how to read. We have a wide range of resources such as games and software programmes, specifically designed to support children's learning across the four areas in relation to pupils with SEND. Communication and interaction, cognition and learning social, emotional and mental health difficulties and sensory and/or physical needs. Staff have worked alongside many health professionals who have recommended such resources and are proficient in using these with children who may need access to such resources as part of their special educational provision.

We have access to ipads and laptops and many software programmes and apps have been purchased to meet specific needs. Specialised equipment is purchased or provided by the LA for children whom it is required.

Equipment such as supportive seating, standing frames, walkers, frames and changing bed can be provided by the LA.

## **How are parents of children with SEN involved in the school and how can I get involved?**

We have an active PTA

We have an open door policy which means that teachers are available before or after school, by phone, email or letter or by appointment via the school office.

There are many ways that you can get involved with the school. Some examples are

- Reading the weekly newsletters



- Reading termly curriculum newsletters which outlines the programmes of study your child will be following
- Accessing the school website which is frequently updated with information about what is going on at school
- Attending parents evenings twice per year
- Reading your child's end of year report
- Attending curriculum evenings such as reading, phonics, maths, e-safety, SAT's information meetings and residential trip meetings
- Attending open days
- Volunteering as a parent helper in school

### **Who can I contact for further information?**

Headteacher head@st-josephs-chorley.lancs.sch.uk 01257 265998

SENCo b.murphy@st-josephs-chorley.lancs.sch.uk 01257 265998

SEN governor: Chris Jenner

### **How will the school consult with my child and how will they be involved in their education?**

School will consult with child and parents with SEND on a regular basis both formally and informally. IEP targets will be reviewed half-termly, where the child has the opportunity to discuss the effectiveness of their target and what is, or isn't, working for them. Children with Statement and/or EHC plans actively contribute to Annual attend the meetings. Children have opportunities to communicate with staff as part of everyday activities. The SENCo plays an active role when mediating between agencies and services to ensure that communication is effective and the child remains the centre and focus.

### **How are arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at school.**

Should a parent or carer have a concern about the special educational provision made for their child, they should in the first instance discuss this with the class teacher. If the concern continues then the SENCo and class teacher should further discuss the concern with the parent or carer. If the concern cannot be resolved at this stage, it should be brought to the notice of the Headteacher. In the unlikely event that the difficulty is unable to be resolved, the parent or carer's concerns should be put in writing to the SEN Governor.

Parents also have the right to contact the LEA and the Parent Partnership Team based at the Area Education Office (South), East Cliff, Preston, Lancashire.

### **How the governing body involves other bodies, including health and social services, LA support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such pupils :**

#### **Speech and Language Therapy Services**

Croston House

Lancashire Business Park

Centurion Way

Leyland  
PR26 6TR  
01772 644512

**Referral through school via single point referral form (no CAF required unless multiagency)**

**Occupational Therapy**

Children's Therapy Services  
Lancashire Business Park  
Centurion Way  
Leyland  
PR26 6TR  
01772 644498

**Referral through school via single point referral form (no CAF required unless multiagency)**

**Physiotherapy**

Children's Therapy Services  
Lancashire Business Park  
Centurion Way  
Leyland  
PR26 6TR  
01772 644498

**Referral through school via single point referral form (no CAF required unless multiagency)**

**CAMHS**

Child Development Centre  
Shawbrook House  
Balcarres Road  
Leyland  
PR25 3ED  
01772 644644

**Referral through school via a CAF  
Educational Psychologist**

Nicky Williamson  
4th Floor  
Joint Divisional Offices  
East Cliff  
Preston  
PR1 3JT  
01772 531818

**Referral via portal, needs parental permission, CAF for multi-agency**

**School Nurse**

01772 644676

**Parent Partnership**

via LCC website online service referral form  
0300 123 6706

### **How will the school prepare and support my child to join a new setting or next age of education?**

We support each child's transition on an individual needs basis and in a variety of ways including :

- An individual transition programme to join our school, each new class and secondary school
- Transition meetings with SENCo/ staff member and other staff from the secondary school that the child is due to attend
- Extra visits to the school if appropriate
- All relevant documentation forwarded to the relevant schools via the SIMS electronic transfer service.

### **Where can I find information on the Local Authority's Local Offer?**

Pupils and families are offered access to the Local Authority's Local Offer which sets out in one place information about provision they expect to be available across education, health and social care that the local authority expects is likely to be used by children and young people with SEND and disabled children for whom they are responsible. This can be accessed via [www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send). This website also provides links to other agencies who can support families. Parents/carers can get advice from the Local Parent Carer Forum, Parent Partnership Network, Independent Supporters, Contact a Family Helpline.