



St Joseph's Catholic Primary School

'Following Jesus in all we do'



Supporting Our Pupils

Special Educational Needs and or Disabilities

Parent/Carer Booklet

2020-2021

SENCO: Mrs J McDonagh

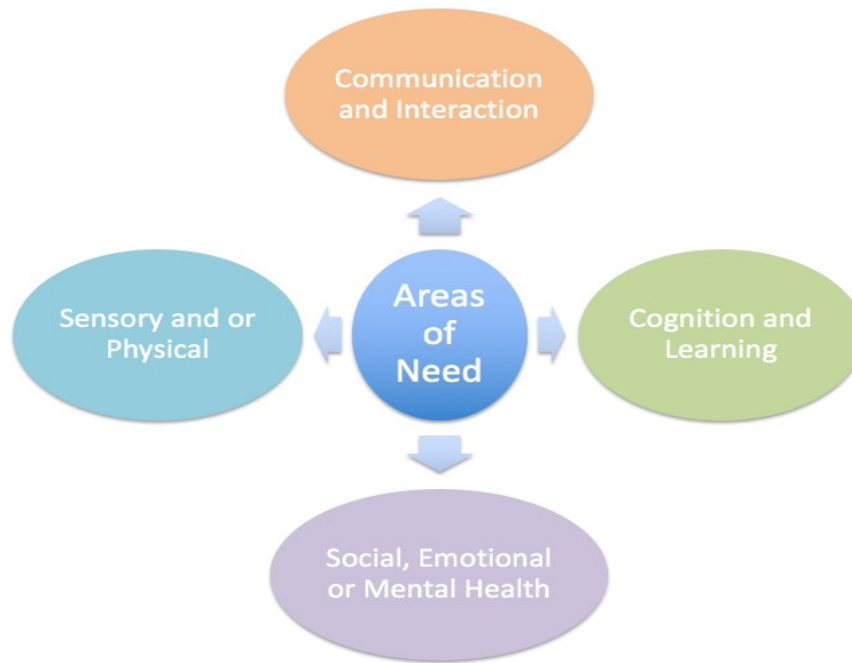
Deputy SENCO Miss L Dean

SEN Governor: Mr C Taylor

Version 3.0

This booklet can also be accessed via a series of Leaflets.

Four Areas of Need



Communication & 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.



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. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

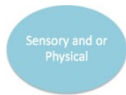
Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



Social, Emotional or Mental Health

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.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. **The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.**



Sensory and/or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Information on how to provide services for deaf blind children and young people is available through the Social Care for Deaf blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Identifying Pupils with Special Educational Needs and/or Disabilities (SEND)



Wave 3

Highly Personalised Interventions

Outside agency Involvement: Educational Psychologist, ASD specialists, Speech and Language therapist etc



Wave 2

Additional or different support.

e.g Intervention programmes
(monitored by the school's Initial Concern Form)



Wave 1

High quality Inclusive teaching



Wave One

All our teachers deliver High Quality teaching allowing all our children access to a broad and balanced curriculum. Teachers will differentiate to enable pupils of different abilities and learning style to fulfil their potential.

There are three principles that are essential to the delivery of our inclusive curriculum:

1. Having high expectations when planning for suitable differentiated learning experiences, regardless of prior attainment.
2. Responding to pupils' diverse needs by addressing potential areas of difficulty and to remove barriers to pupil achievement.
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.



Wave Two

Wave two interventions are designed to support children who are nearly working at age related expectations but need some additional focused teaching to get there.

- Interventions tend to be delivered to a number of children and are not individualised.
- Children identified by the class teacher as requiring additional support, the teacher will complete an initial concerns form.



Wave Three

Wave Three interventions are highly individualised:

Interventions at Wave three are:

- Focused and time limited and need to be rigorously evaluated to ensure that pupils are making accelerated progress.
- Outside agency involvement to provide recommendations and set targets.
- Each term a provision map will be completed following the: 'Assess, Plan, Do and Review' process.
- Parents/Carers of children on our SEND register are offered an **additional 10 minutes** consultation each term by the class teacher.
- All our pupils on the SEND register have a pupil passport which follows them throughout their school life. Each term, a child will speak to their class teacher and are asked about how they feel about their learning and what staff can do to support them further.



How can I support my Child's Cognitive difficulties?

Cognitive development is characterized by the way a child learns, acquires knowledge and interacts with his surrounding environment. Different cognitive skills are acquired as a child meets certain developmental milestones, but a child of any ability will benefit from activities that promote active learning. As a parent, you can encourage your child's cognitive development in the areas of memory, concentration, attention and perception by incorporating simple activities into your everyday routine.

Easy ways you can help your child's cognitive development:

Sing-a-longs: Sing songs with your child and encourage him to sing along with you. Play his/her favourite songs and music in the house and car regularly. This activity helps promote memory and word identification.

Identify Noises: Have your child identify noises that he hears throughout the day (i.e. a bird singing, a car horn, running water or the dishwasher). He will begin to understand how sounds relate to objects in his everyday environment.

Practice the Alphabet: Help your child identify letters by singing along to the "Alphabet Song," reading books about the alphabet and playing with alphabet puzzles.

Practice Counting: Identify opportunities throughout the day to practice counting. Count the number of steps going up and down stairs. Count the items in the shopping trolley or basket.

Practice Shapes and Colours: Identify shapes and colours when interacting with your child. You can say, "That is a round, blue ball," or "That sign is a red circle" when walking or driving. As he/she gets older, you can ask him to describe objects to you.

Offer Choices: When you can, offer your child choices: This will help him/her to feel more independent and learn to make confident decisions that affect his/her day.

Ask Questions: Another way to help your child learn to think for him/her self is to ask him/her questions: "Which toy should we pick up first when we clean up the living room? Or "Why is it important to walk down the stairs slowly?" Asking him/her questions helps him/her learn how to problem solve and better understand how his/her environment works.

Visit Interesting Places: Take trips to museums, libraries, or shops to stimulate his/her curiosity and provide a "hand on" experiences. Ask questions while you explore and listen to their responses and reactions. These adventures can provide a learning experience for both of you.

Play with Everyday Items: Playing with everyday household items is educational, fun and cost effective. Encourage your child to match various-sized lids to their accompanying pots. Play sink or float using a bowl of water: take everyday objects and guess if they will sink or float.

Offer a Variety of Games: Play a variety of games with your child to encourage

problem solving and creativity. If your child is younger, the two of you can build with blocks and play “Peek-a-Boo.” As he gets older, you can engage him in board games, puzzles and play “Hide and Seek.”

Play ideas for cognitive development in school-age children

Here are some play ideas to encourage your child’s thinking and learning:

- Play games together, like board games, simple crosswords, word-finders and card games – for example, ‘Go fish’, ‘Snap’ or ‘I spy’.
- Provide puzzles and encourage your child to work on them independently.
- Read books, sing songs, tell jokes and riddles together, invent new words or think of rhyming words.
- Play stacking and building games or play with cardboard boxes.
- Cook together and encourage your child to help you measure and weigh the ingredients.
- Write shopping lists or plan events together.
- Explore new places and share new experiences together, like joining a pottery class, or going to a museum or concert.
- Play outdoor games, like kicking or throwing a ball together.

You can stimulate your child’s excitement about learning by finding out about **your child’s interests**. For example, if your child is fascinated by sea urchins, you could visit the local library together and find books on the subject.

It’s a good idea to let your child take the lead with play when you can, because children learn best when they’re interested in an activity. This way, you can use your child’s interests to help your child learn something new through play. Your child will generally let you know if they need help, so try not to jump in with solutions too early.

Screen time, play and school-age cognitive development: It’s good to know that screen time can support your child’s learning. You can help your child learn through digital play by: choosing good-quality apps, games and other media

- using screens with your child
- helping your child manage screen time.

And remember – healthy screen time is all about balance. It’s good for your child’s development to do lots of different activities, including pretend and creative play, physical play, social play and reading, as well as digital play.



How can I support my Child's Communication needs?

Communication and language development is about more than talking. It means all the different ways a child understands and communicates, only part of which are spoken words.

Communication and language development is important, because speaking is an indicator of fine motor skill development and a reflection of cognitive development.

Reading is one of the best ways to encourage communication and language development. As an infant, hearing words and seeing pictures helps a child understand the two are connected. This lays a foundation for speech, which begins around nine months and typically increases as a child grows.

Here are a few ideas to encourage communication and language development at different ages:

Birth: Talk to your infant in a calm, soft voice. Sing songs about what you're doing.

Three months old: Talk to and sing to your baby. Repetition helps a child begin to understand words and actions. He/she will begin to babble and coo at this age and you should respond to her sounds.

Six months old: Start reading books, singing songs and saying rhymes. You can also describe what's going on around you. If your baby babbles, make sure to reply.

Nine months old: Around this time, a baby will start saying simple words. Continue talking through activities, singing and repeat words to encourage understanding.

Twelve months old: Speech continues to develop and reading encourages an expanding vocabulary. Keep naming people, places and things you see regularly to boost understanding.

Eighteen months old: Singing songs and rhymes and matching actions to the words is a fun activity at this age. Create a homemade book of favourite things to read daily and monitor understanding.

Two years old: At 2, a toddler typically is able to state short sentences and answer simple yes or no questions. Keep reading, and ask him/her to point to different objects in each book.

Three years old: Ask your child to retell favourite stories and encourage questions. Sing and read.

Four years old: Encourage language development by asking your child to tell you a story. Write the story down, then have him/her draw pictures to go with the words.

Five years old: Keep reading a variety of books. Encourage him/her to tell longer stories by asking "what happened next?" Play rhyming games.

As Children enter their school years, they become increasingly independent, spending much of their days outside the home in school and with peers. **But talking with your child is still essential** to bonding, so share ideas, opinions, and information

Communicating with Your Child: Make time to hear about the day's activities; be sure your child knows you're actively interested and listening carefully.

Remember to talk *with* your kids, not *at* them.

Ask questions that go beyond "yes" or "no" answers to prompt more developed conversation.

Take advantage of time during car trips or standing in line at stores to talk with your child.

Make time for sporting and school events, playing games, and talking about current events.

Encourage your child to read books and stories that are slightly above his or her competency level

Vocabulary and Communication Patterns: As Children progress in school, their comprehension and use of language will become more sophisticated. Usually, children will understand more vocabulary words and concepts than they can express. Your child should be able to engage in narrative discourse and share ideas and opinions in clear speech.

More Ideas:

1. Talk, talk, talk. Narrate the day as it evolves.

2. Read, read, read. Set a special time during the day or evening to share a book. Story times at the local library or bookstore can also help develop a love of books.

3. Enjoy music together. Take the opportunity while in the car to share music and sing along.

4. Tell stories. Make up elaborate stories with characters, conflict, adventure, and a happy ending.

5. Follow your child's lead. Share you child's interests: ask questions and interact with your child.

6. Never criticize your child's articulation or speech patterns. Instead, repeat the statements back with the correct pronunciation or word usage. Give your child lots of praise for their efforts.

7. Go on trips. A trip to the zoo, the aquarium, or a museum will open up a whole new world for your child.



How can I support my Child's Autistic needs?

What is Autism?

A Brief Overview Autism is a complex developmental disability that affects the way a child communicates and relates to the world around them. The underlying causes of autism are still uncertain. It appears likely from ongoing research that chemical imbalances in the brain, genetic factors and biomedical disturbances may be factors. Autism is described as a spectrum disorder, which means that children can be affected to different degrees, some severely and others in more subtle ways. All children with the condition will be affected by a range of impairments, which includes all or some of the following:

- **Difficulty with social interaction** (problems with social relationships, often appearing inappropriate or paying little attention to others, often finding the actions and emotions of others confusing).
- **Difficulty with developing imagination** (problems in developing imaginative play or having a limited range of repetitive and rigid play, difficulties with planning and problem solving).
- **Difficulty with social communication** (problems in developing speech or meaningful communication, difficulties using or understanding gestures or facial expression). In addition, children with autism may (to a greater or lesser extent) have difficulties with:
- **Self Help Skills** (such as washing, toileting, feeding and dressing)
- **Physical Skills** (such as catching a ball, balancing, opening packets, holding a crayon)
- **Language Skills** (such as using and understanding the various components of language e.g. distinctions between 'he' or 'she', 'what' or 'where', 'on' or 'under' and so on, and such as following instructions)
- **Academic Skills** (although this is often due to issues of language difficulties and issues with group learning)
- **Attention** (when not on the child's terms)
- **Inconsistent Sensory Input** (such as being under or over sensitive to touch, textures, sights, sounds, tastes and smells)
- **Sleeping Patterns**

Top Ten Tips for Families There are many strategies that can help support children with autism. We've pulled together some of our favourites which we hope you find helpful.

1. **Catch them being good:** This is fundamental for increasing your child's self-esteem and improving behaviour. It's so easy to notice when things are wrong but frequent use of this one tip can transform your relationship with your child and help them understand what's expected of them. In ABA speak, this is 'reinforcement'. It can be tiny actions at first.
2. **Find out what interests your child:** This could be anything from nice smells, sounds, squidgy toys to fun computer games. The specific ABA strategy for this called 'reinforcement sampling'. These reinforcers can be used to increase useful behaviours such as communication.
3. **Make time for quality time:** Spend time with your child doing the things they enjoy so they associate you with good things. This is called 'pairing with reinforcement'. These slots may need to be very short at first, but with time will become longer and more interactive.
4. **When your child needs to do something they don't want to:** make sure you follow the activity with something they enjoy. This is called the Premack principle and will increase the chances of them doing the first activity next time you ask. You can use a visual support with pictures of the First activity and the Next activity, or use 'First' 'Then' language depending on what works best for your child.
5. **Keep language short and simple:** Children with autism often have difficulty processing lots of words, particularly if they're upset. Using short phrases such as 'time to get your shoes' or 'shoes on' will be a lot more effective than 'ok you need to finish what you're doing, go and find your shoes, put them on and then get your coat and bag'.
6. **Have high expectations:** Parents who have high expectations usually help their children more than those who don't. For example, if your child is shy, still expect them to say 'hello' to you and others. If your child is non-verbal and pointing at something they want, name the item and look at them expectantly. If they make even a slight sound, give them the item straight away. Over time increase your expectations.
7. **Help more often than you think you should:** Parents sometimes don't help because they think the child already knows what to do. Whether you think it's a 'can't' or a 'won't' situation, help anyway. There may be some other factors at play that you don't know about, for example social situations can create the same pressures that make public speakers forget what they were going to say. Even helping the child do something they've been able to do for a long time is better than them not doing it at all. Provide a higher reward when they do the activity without help. This is called 'differential reinforcement'.

- 8. Help less often than you want to:** Many children are held back from independence because their parents automatically help them without giving them a gentle nudge to do it themselves. With the ABA approach we use task analysis to break down a complex skill like handwashing into small steps. Most children can be taught by starting with small easy targets.
- 9. Be Consistent:** It is often stressful for people with autism who aren't able to predict what's going to happen next. For some, visual timetables have a calming effect. For all children though, research has shown that parents who are consistent in their expectations and responses are more emotionally stable.
- 10. Observe, don't mentalise:** If your child is not able to tell you why they do certain things, it is dangerous to guess. Make lots of observations about when and where the behaviour occurs, what happened immediately before and afterward. This will help you build up a more informative and objective picture



The Willow Room

Nurture Support

Based in The Willow Room, Mrs Eaborn (School's Family Support Worker) and Mrs Barker (School's Nurture teacher) support our pupils and parents in improving their Emotional and Social Development:

- We provide pastoral support for listening to the views of all our children.
- We provide support and advice for all our parents



How can I support my child's social and emotional wellbeing?

What Are Social-Emotional Skills?

Social-emotional skills are essential for connecting with others! They help us manage our emotions, build healthy relationships, and feel empathy.

Some examples of social-emotional skills in use are:

- Recognizing if someone is sad, and asking if they're ok
- Expressing yourself with your friends in a different way than with your parents
- Understanding your thoughts and feelings, and being able to relate to others

While these skills may sound complex, social and emotional development begins at a very young age.

Social-Emotional Basics

When does social and emotional development begin?

Babies start **learning these skills from birth!** As soon as they begin interacting with the people who care for them, they begin to understand and recognize thoughts and feelings.

How do parents impact social emotional development?

Parents help to nurture social-emotional skills so children develop healthy relationships with friends and family members. Even as a baby, your little one is picking up on how you respond to their social and emotional needs. They notice how safe they feel at home and in your presence. They learn how to feel empathy, recognize emotions and say “I’m sorry” by following your lead.

What do social-emotional skills help children do?

Children with healthy social-emotional skills are more likely succeed in school, work, and life. Social-emotional skills help children:

- Make friends and keep friendships
- Gain confidence
- Resolve conflicts
- Manage stress and anxiety
- Learn social norms
- Make appropriate decisions
- Resist negative social pressure
- Learn strengths and weaknesses
- Gain awareness of what others are feeling

How long does it take to develop social-emotional skills?

Social-emotional growth takes time and even continues throughout adulthood. Early experiences with family, caregivers, and peers greatly impact social and emotional development, but throughout our lives we will continue to be shaped by our experiences! These experiences can include meeting new people who have a great impact on your life, overcoming difficult situations, or even raising children.

Ways to Work on Social-Emotional Development Every Day

- **Be a model** of the emotions and behaviours you want your child to show. You are your child’s first teacher and they look up to you as a role model.
- **Be responsive** to your child’s emotions and behaviours. Responding will help to develop trust between you and your child.
- **Ask open-ended questions**, such as “What would you do?” to help develop problem-solving skills.
- **Use stories** to talk to your child about different social situations and how each person might be feeling.
- **Encourage children** to try new things and learn how much they can do.
- **Play games** to teach children how to take turns, win and lose, share, and negotiate.
- **Ask your child questions** when they are upset. These questions can be about why they are upset, or offering alternatives to understand the root of their unhappiness. For example, “Would you like to brush your teeth or take a bath first?”

- **Sit with your child** when using a screen (not recommended before 18 months) and make it a social activity, e.g. asking them questions or playing turn-taking games.

helping your child develop socially and emotionally throughout their childhood and adolescence will help establish a solid foundation for a lifetime of positive mental health.

When children's social, emotional and behavioural needs are consistently met, they are more likely to show success in school attendance and performance—and they are more likely to make positive behaviour choices in the future. If parents are concerned about a possible mental health issue in their child, it's best to address the problem as soon as possible by contacting behavioural health professionals and preventing a larger issue from developing.

Protective factors include:

- Safe, supportive and nurturing learning environments
- High self-esteem
- Good problem-solving and communication skills
- Feelings of control in their own life
- Consistent home/family structure and routine
- How to communicate feelings and needs in a pro-social way
- Healthy practices—good nutrition, the right amount of sleep and regular exercise
- Healthy relationships with parents, family members, and friends



Supporting Challenging Behaviour at Home

Many of our pupils find changes to their routines very difficult and we understand the impact and challenges you face being at home, dealing with challenging behaviour.

Advice and Support

The Most Important Message is:

Look after yourself first!

Think about:

- What can I do if ... happens?
- Is there someone else to deal with the incident?
- Can you talk to someone about the incident after?
- Can you have thinking time after the incident?
- Plan breaks for yourself and take them even if the situation appears calm.

Consider the environment of your home.



The environment of your home may be having an impact on incidents happening.



Try thinking about:

- Is it noisier than usual?
- Is it hotter than usual?
- Are there more people than usual?
- Can I control or reduce the triggers by changing the environment?

Try and work out what the change in behaviour is indicating, so you can have a better chance of meeting their need.

- Do they want positive attention?
- Do they want something tangible like a drink, food or just some space?
- Do they try to avoid doing something? Then offer an alternative.

Try keeping a record of what happened before, during and after the incident. This may help you work out why and when they have happened and ideas of how to make changes to reduce the risk of it happening again.

Strategies to help prompt positive behaviour



- Provide Choice where possible
- Praise and reward positive behaviour.
- Keep language simple
- Use positive language
- Distract before behaviour escalates.
- Involve them in everyday life activities. (washing up making a cup of tea, baking)
- Use body gestures
- Set rules and reminded them
- Set regular routines at home
- Allow time for everyone to calm down
- Stay calm during the incident

Make sure that any new routines are planned and explained in advance.





How can I support my Child's Sensory needs?

Sensory processing disorder is when a person has troubles processing sensory input, and this can lead to individuals having issues with moods and behaviours. If one has SPD they will feel overwhelmed by what appears to be normal amounts of sensory input for example like normal noise, light, taste or touch to others.

There are ways to recognize sensory triggers but you need to find the right individual treatments, equipment and tools to help provide them with a happier life. **This is called a "sensory diet"**

When a child is overwhelmed by sensory input their reactions may be:

Fight: anger, irritability, tantrums and rage

Flight: panic, running away isolation or withdrawn

Freeze: where a child is frustrated and overwhelmed that the child can not speak or move.

Signs of Sensory Processing Disorder in children may include:

- Overly sensitive to touch, movement, sights
Inability to habituate to sounds and fear with unexpected noises.
- Easily distracted.
- Holding hands over ears in complex environment.
- Avoids tastes, smells, or textures normally tolerated by children that age.
- Activity level that is unusually high or unusually low.
- Impulsive, lacking in self-control.
- Inability to unwind or calm self.
- Poor self-concept.
- Social and/or emotional problems.
- Physical clumsiness or apparent carelessness.
- Hesitation going up or down stairs.
- Difficulty making transitions from one situation to another.
- Holding on to walls, furniture, people, or objects, even in familiar settings.
- Delays in speech, language, or motor skills.
- Delays in academic achievement.
- Seeks out movement activities, but poor endurance and tires quickly.

Supporting child's sensory development:

Daily Routine: Many children resist parts of the daily routine as a way of trying to exert greater control over their environment – and their parents! Try to work out if your child really dislikes certain sensations or activities, or whether they are experimenting with control.

- Avoid certain situations, places or activities to avoid the reaction they bring out in your child. However, bear in mind that this means your child will not have the opportunity to experience the things they find challenging.
- Your child may become anxious about certain situations or environments. If this happens, you need to prepare them for the activity to help them cope better with it.

My child won't sit still: Young children often find it harder to stick with more structured activities, so keep activities short at first and change activity frequently to help keep them engaged.

- Let your child use some of their 'energy' during active games such as trampolining, using a scooter, before expecting them to sit and play in a more structured way.
- **Link activities** to your child's interests.
- Try sitting next to your child, playing with a similar toy or drawing alongside them.
- Make sure your child is not too tired or hungry to play.

My child dislikes noise:

- Use noise reducing headphones, earphones or earplugs:
- Make sure that you are talking to your child at their level, whilst they are looking at you. Use simple, age-appropriate language.
- Use play or songs to catch your child's attention, so they want to listen.
- Prepare child for noisy situations ahead of time.

My child doesn't listen to me even though I know they can hear me:

- Make sure that you are talking to your child at their level, whilst they are looking at you. Use simple, age-appropriate language.
- Use play or songs to catch your child's attention, so they want to listen.
- Having visual cue-cards of photos or pictures that are relevant to their daily routine may help.

My child finds listening difficult:

- Wake your body up and prepare for the day ahead by jumping on the bed first thing in the morning!
- Help wake up the auditory system by playing fun sing a long music in the mornings.

My child bites: Children often bite when they are upset or angry. It is important to try to work out why they have bitten because this is often the way to identify a solution.

- Children who bite might need to have crunchy snacks at certain times of day,
- Having a piece of fabric to chew may also be helpful, but check they can't bite through it and that it doesn't fray.
- Some children use a 'chewy tube' which can be bought over the internet.

My child is oversensitive to touch:

- begin by encouraging play in dry, non-messy media rather than in gooey or sticky textures.

- If the child still won't touch anything, have him/her use sticks to poke, containers to scoop and pour the materials.
- Always approach a child with tactile sensitivities from the front (no surprises) and use a firm touch, never use light touch.
- For the least offensive sensory play, try dry, clean media: use both hands to locate small toys hidden in a bucket filled with bird seed, sand, beans, pasta, rice,
- Progress to water play and later add soap for sudsy water: use lots of containers for pouring.
- Food play is great for increasing a child's interest in touching different textures.



How can I support my Child's Physical needs?

Some people experience a physical disability or health care concern that may affect their body movement or control. This can impact their ability to learn and take part in daily school life.

If your child has a physical disability, it's important to remember that schools provide extra support so they can learn, achieve and join in. This is a key part of inclusive education.

All children grow and learn at different rates and have a unique set of strengths and challenges.

Teachers track your child's learning and support needs and can work with you to put in place any [reasonable adjustments](#) they may need at school.

Physical conditions may include, but are not limited to:

- cerebral palsy
- cystic fibrosis
- spina bifida
- muscular dystrophy
- amputations and loss of limbs
- epilepsy.

How to care for a disabled child

Caring for a disabled child can make your daily parenting duties, such as feeding, toilet training and getting them to sleep, more challenging.

Feeding and eating

A disabled child may have problems with feeding and eating for many different reasons, such as:

- physical problems that cause difficulty swallowing, chewing, sucking or digesting certain foods
- limited mobility, which might make it difficult to sit up to eat or drink
- a learning disability
- It might take longer for your child to be able to feed themselves, but developing the skills to do so can also help them in other ways, such as with speech and language development and co-ordination.

Your health visitor can advise you on many aspects of feeding and weaning your baby.

As your child grows, you might be able to get a referral from your GP or health visitor for specialist help.

This could include:

- a speech and language therapist – to help with physical issues like chewing and swallowing
- an occupational therapist – to advise you about aids that might help your child, such as special plates, bowls, cups, adapted cutlery or non-slip mats
- a physiotherapist or occupational therapist – to advise you on getting your child into the right physical position to eat
- a dietitian – to help you if you're concerned that your child isn't eating enough

These issues can take a toll on your own wellbeing. If you're feeling isolated, you may find it helpful to search for [Carers emotional support services](#) in Worcestershire.

Sleeping: Disabled children can have sleep problems for a range of physical reasons, such as muscle spasms or breathing difficulties, depending on their particular health problem.

Children with some learning disabilities may find it hard to understand why and when they need to sleep.

Your health visitor or community nurse should be able to suggest ways to encourage good sleep. Your GP may also be able to help or refer you to a sleep specialist or psychologist if necessary.

There's useful information in [Contact a Family's leaflet \(PDF, 1.45Mb\)](#) on this subject.

If your sleep is constantly interrupted, you can ask for a [carer's assessment](#) from social services. They may be able to provide short breaks from caring so you can get some undisturbed sleep.

Your child might also qualify for [Disability Living Allowance \(DLA\)](#), or a higher rate of DLA if they already get it, if they need constant care and attention at night because of sleep problems.

Disability support groups and national organisations, such as [Scope](#) or the [National Autistic Society](#), can often provide advice on sleep.

Moving around

If you're concerned about your child's ability to move around normally, your GP may refer you to a physiotherapist to assess their mobility needs. As part of the assessment, the physiotherapist will discuss mobility aids that could help your child, such as:

- walking aids – which you can loan from the local hospital or community health service
- wheelchairs, buggies and adapted seating – from your local [NHS wheelchair service](#)

You can get contact details for your local wheelchair service from your GP or Physiotherapist.

The charity [Whizz-Kidz](#) can provide children under 18 with mobility equipment that's not available from the NHS. They also offer wheelchair skills training. [Go Kids Go!](#) also provides free wheelchair skills courses.

If your child gets the high rate mobility component of [Disability Living Allowance](#), you can apply to the [Motability scheme](#) to buy a powered wheelchair or buggy.

If you drive, you could apply for road tax exemption and a Blue Badge for disabled parking.

The Blue Badge may be awarded if your child is 2 years old or over and has a permanent disability that makes walking difficult.

If your child is under the age of 2, you may get a Blue Badge if they need to have bulky medical equipment with them or need to be near the vehicle in case they require urgent medical treatment.

Challenging behaviour: Challenging behaviour can be common in children with learning or sensory disabilities. This is because communication problems can make it difficult for them to express their needs, likes and dislikes. Challenging behaviour can take many forms, from aggression to withdrawal. **Please refer to the school's leaflet seven: Supporting challenging behaviour at home.**

Communicating with your child

Some physical conditions and learning disabilities can mean that your child has little or no clear speech, or their speech may be slow to develop.

You may worry about how well they'll communicate with you and other people as they grow up.

A wide range of equipment and techniques can support or replace speech, and electronic voice output communication aids (VOCAs). Find out more about [caring and communication problems](#)



Help and Advice

SENDIASS: Worcestershire Parental Support <http://www.worcestershire.gov.uk/sendlocaloffer>

IPSEA: Legal support and advice for parents <https://www.ipsea.org.uk>

Parent Led Information: Advice and support <https://www.specialneedsjungle.com>

Dyslexia Support: <https://www.bdadyslexia.org.uk/advice/children>

Dyscalculia Support: <https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-maths-difficulties>

Autism Support: <https://www.autism.org.uk/about/family-life/parents-carers.aspx>

Attachment Disorder: <http://www.kidsbehaviour.co.uk/attachment-disorders-children.html>

Working Memory Support: <https://thepsychologist.bps.org.uk/volume-21/edition-5/working->

[memory-classroom](#)

Help and Advice supporting Mental Health and Wellbeing

<https://www.mind.org.uk/>

<https://youngminds.org.uk/find-help/>

<https://www.actionforhappiness.org/>

<https://www.childrensociety.org.uk/back-to-school/childrens-well-being-and-mental-health>



Online Resources

Ian Bean: <https://www.ianbean.co.uk/senict-members-resource-portal/>

Brain Parade: <http://www.brainparade.com/products/see-touch-learn-free/>

Help Kids Learn: <https://www.helpkidzlearn.com/>

Visuals 2 go: <https://www.visuals2go.com/>

Supporting Motor skills:

https://www.lincolnshirecommunityhealthservices.nhs.uk/application/files/2915/2285/5110/1st_Move.pdf

Top Marks English: <https://www.topmarks.co.uk/english-games/>

Top Marks Maths: <https://www.topmarks.co.uk/maths-games/>

Evaluating the Effectiveness of Provision for Children with SEND

Mrs J McDonagh (SENCo) provides termly reports to the Headteacher and the school's Governing body on the progress of SEND Provision. This report includes:

- Monitoring of the progress and attainment of children on the SEN register
- Interventions: Effectiveness on progress and attainment.
- Interventions: Cost effectiveness.
- Overview of Provision for each area of difficulty.
- Overview of Cost effectiveness of provision.
- Multi agency Support.
- Cost effectiveness of outside agencies employed by St Joseph's.
- Staff Training.
- Priorities for the following term.

School, Local and National Policies

All documents can be found on the school's website:

<https://stjosephsworcester.co.uk/our-school/send>

St Joseph's Disability and Equality Policy 2020-2021

St Joseph's Accessibility Plan 2020-2021

St Joseph's SEND Policy 2020-2021

St Joseph's SEND Offer and Information Report

St Joseph's Mental Health and Wellbeing Policy

Worcestershire Local Authority Offer

Regulation 51 and Schedule 1 of the SEN and Disability Regulations 2014

Chapter 6 Children and Families Act 2014

Contact Information:

Head Teacher: Mrs Louise Bury

St Joseph's Catholic Primary School. Telephone: 01905 452772

Email: office@st-josephs-pri.worcs.sch.uk

SENDCO : Mrs Joanne McDonagh

St Joseph's Catholic Primary School. Telephone: 01905 452772

Email: jmcdonagh@st-josephs-pri.worcs.sch.uk

Deputy SENDCOs: Miss Dean

St Joseph's Catholic Primary School. Telephone: 01905 452772

Email: LDean@st-josephs-pri.worcs.sch.uk

SEND Governor: Mr C Taylor

St Joseph's Catholic Primary School. Telephone: 01905 452772

Email: office@st-josephs-pri.worcs.sch.uk