

St Joseph's RC Primary School



SEND Information Report

March 2020

St. Joseph's R.C. Primary School is a fully inclusive school, which aims to help every child to reach their full potential. We recognise the need for a full range of educational and pastoral care support and aim to help children, with special educational needs and disabilities, in order for them to make good levels of progress. We believe in the core value of our mission statement, to provide a loving and caring atmosphere where everyone can reach his or her potential to the full. Children of all backgrounds and cultures are welcomed and valued and are supported, effectively, to make the very best progress that they can. We aim to remove barriers to learning and participation and to promote the development of children as confident and independent learners. We understand and acknowledge that children have individual educational needs and require personalised strategies for learning and participation and benefit from a range of different teaching approaches and experiences and we will endeavour to meet these individual needs.

Outlined below are details regarding the ways in which we ensure we support all children, including those with SEND (Special Educational Needs and/or Disabilities), in order that they can realise their potential. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for each individual child. Other useful documents, such as our SEND Policy, give further SEND information and can be found on the school website. (<http://www.stjosephsjarrow.co.uk>)

If you require any further details, about the support that we can offer, then please do not hesitate to contact Mrs Dunn (School SENCo – 0191 5364311). In addition, our school SEND link governor, Mrs Helen Hall, is contactable via school.

Children at St. Joseph's R.C. Primary School with SEND are identified and taught appropriately following the requirements of the Code of Practice for Additional Educational Needs. Children are identified as having SEND when their progress has slowed significantly and school based interventions do not enable improvement. Concerns may be identified by school, a medical professional or by you as the parent/carer. Once this occurs, we will carry out school-based observations of your child, analyse their work to identify barriers to their learning and make referrals to outside agencies*, if necessary, in order to develop appropriate targeted interventions to improve their progress. Throughout this process you and your child's opinions will play a crucial part in addressing specific needs. The level of support your child receives may change throughout their time at school as interventions will be continually monitored and reviewed and progress tracked using our assessment system.

*Details of Local Authority external agencies who are available to offer support and advice as required are available via this link: <http://www.southtyneside.info/article/22412/Education-service>

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- cognition and learning, for example, dyslexia, dyspraxia.
- social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- moderate/severe/profound and multiple learning difficulties.

(See table below for types of support provided)

Identifying pupils with SEN and assessing their needs

Early identification is vital. The school uses the SEND Ranges, in line with the LA policy, to identify children's barriers to learning. The class teacher informs the SENCO and the parents at the earliest opportunity to alert them to concerns and enlists the parents' help.

Pupils' current skills and levels of attainment will be assessed on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty.
- we take into account the parents' concerns.
- everyone understands the agreed outcomes sought for the child.
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support. We will take account of the wishes, feelings and knowledge of parents at all times and actively encourage parents to contribute to their child's education.

We have regular opportunities for parents to discuss the progress of their child. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs. Annual reviews are held to meet with parents of children with an EHCP to which involved agencies are invited, or six monthly if the child is under the age of 5 years old.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil.
- their previous progress and attainment and behavior.
- other teachers' assessments, where relevant.
- the individual's development in comparison to their peers and national data.
- the views and experience of parents.
- the pupil's own views.
- advice from external support services, where relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, which are recorded on pupil Action Plans, and their impact on the pupil's progress.

Individual Action Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND register have an individual Action Plan to map their provision and progress. All Action Plans are reviewed at least each term (Autumn, Spring and Summer) and targets are discussed at parents/carers' evenings and/or individual appointments.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

During the course of the Summer Term, all year group teachers meet with the previous and next years' teachers to discuss the needs and strengths of the pupils they have taught, including Year 3 teachers meeting with Year 2 teachers as part of the transition from Key Stage 1 to Key Stage 2 and Nursery teachers sharing information with Reception teachers (both internal or at a new school if changing). Where a child has received support from an outside agency, such as Portage and Pre-School, additional transition support can be given as required.

We have a programme of transition with St. Joseph's RC Academy and Year 6 teachers also meet with the Head of Year 7 and the SENCO's from both schools in the Summer Term. Any child who is moving to a different Key Stage 3 school appropriate transition arrangements are also carried out. (Transition from Key Stage 2 to Key Stage 3)

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy.
- planning to develop children's understanding through the use of all available senses and experiences.

- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, including trauma or stress, and to take part in learning.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson or personalized timetable.
- adapting our resources and staffing.
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

Additional support for learning

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities.
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, we differentiate work appropriately and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, a different teacher, teaching assistant, outside agency or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

We work with the following agencies to provide support for pupils with SEN:

- The Educational Psychology service and our School's assigned Educational Psychologist is David Palmer.
- Similarly, a member of the L.A. Nursing Staff is attached to the school to help and advice with any health/medical issues. At present the school nurse is Julie Reay.
- For information about other external agencies which can be contacted for help/advice, please consult the South Tyneside Local Offer www.southtyneside.gov.uk.

Expertise and training of staff

The needs of our pupils with Special Educational Needs or Disabilities changes regularly and therefore continual professional development of staff is vital to ensure these needs are provided for effectively. As a result, regular internal and external CPD opportunities are provided for all staff.

We have a team of nine teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, a wide range of training has been delivered to all staff with regards to SEND (details of which are maintained by the School's Office Manager and the SENCO).

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- reviewing pupils' individual progress towards their goals each term.
- reviewing the impact of interventions and recording evaluations and next steps onto individual action plans.

- Seeking pupil views.
- using provision maps to measure and record progress.
- holding annual reviews for pupils with statements of SEN or EHC plans.

The SENCO monitors the movement of children within the SEND system in school.

- The SENCO is involved in supporting teachers involved in drawing up Individual Action Plans for children.
- The SENCO, and Headteacher hold regular meetings to review the work of the school in this area and determine the correct interventions for individual children.

The school can measure pupil's progress by referring to:

- evidence from teacher observation and assessment.
- their performance against the level descriptors within the National Curriculum at the end of a key stage.
- standardised screening or assessment tools

Adequate progress can be defined in a number of ways:

- closing the attainment gap between the pupil and the pupil's peers.
- preventing the attainment gap growing wider.
- matches or betters the pupil's previous rate of progress.
- ensures access to the full curriculum.
- demonstrates an improvement in self-help, social or personal skills.
- demonstrates improvements in the pupil's behavior.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- By providing daily mentoring with a named school mentor.
- Through weekly meetings are help with the Emotional Resilience Team for targeted pupils.
- Targeted pupils work alongside the Healthy Minds Team.
- In school we have deployed school dogs to help pupils with anxiety and raise self-esteem.

We have a zero tolerance approach to bullying.

Working with other agencies

The provision for our SEND pupils is not limited to school alone. A large number of outside agencies area accessed to strengthen the support and to provide often specialist health expertise alongside educational support to develop a multi-agency approach to our SEND provision.

- Emotional Resilience Mentoring
- Life Cycle-CYPS and CAMHS
- Visually Impaired/Hearing Impaired Service
- EMTRAS
- Physiotherapist
- School Nurse/ Health Visitors
- Speech and Language
- Portage and Pre-School
- Occupational Therapist
- Educational Psychology Service
- Foundation of Light
- Healthy Minds Team
- Operation Encompass

Complaints about SEN provision

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. They will then be referred to the school's complaints policy. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. In our school this person is Helen Hall. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- provision of education and associated services;
- making reasonable adjustments, including the provision of auxiliary aids and services.

The local authority local offer

Our local authority's local offer can be found via a link on the school website.

Note

Parents can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEND. Contact details: Phone - 0191 4246345 Email - parentpartnership@southtyneside.gov.uk

School entitlement offer to pupils with additional needs

Type of SEN for which provision is made at the school	Type of support
<p>Communication and Interaction Needs:</p> <p>e.g. Autistic Spectrum Disorders Speech, Language and Communication Needs</p>	<p>Use of intervention plans which identify internal and external barriers to learning, involving pupils, parents and staff in the formulation, review and implementation of these documents. Differentiated curriculum and resources.</p> <p>Use of visual supports e.g. visual timetables etc., according to need.</p> <p>Support and supervision at unstructured times of the day e.g. break and lunchtime, when appropriate.</p> <p>Staff provide for pupils with sensory overload (e.g. busy visual displays, loud noises, smells etc.) through careful classroom organisation and targeted planned activities.</p> <p>Quiet formal areas within school are utilised if and when required.</p> <p>Small group targeted intervention programmes are delivered to pupils to improve social skills and to enhance self-esteem.</p> <p>Use of strategies/programmes to support speech and language development in partnership with relevant agencies e.g. individual speech and language therapy programmes.</p> <p>Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</p> <p>We use ICT, where appropriate, to reduce barriers to learning. Planning, assessment and review.</p> <p>Access to teaching and learning for pupils with SEND is monitored through the schools self-evaluation process.</p> <p>Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.</p> <p>Fully qualified/trained SENCO who can provide advice and guidance to staff.</p> <p>All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</p>
<p>Cognition and Learning Needs:</p> <p>e.g. Specific Learning Difficulties – Dyslexia</p>	<p>Use of intervention plans which identify internal and external barriers to learning, involving pupils, parents and staff in the formulation, review and implementation of these documents. Differentiated curriculum and resources.</p> <p>Strategies to promote/develop literacy and numeracy – including Personalised Learning for Numeracy and Literacy.</p> <p>Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading and numeracy skills groups etc.</p> <p>ICT is used to reduce barriers to learning where possible. Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. Access to the expertise and support of the Special Educational Needs Teaching and Support Service (SENTASS) to support individual needs.</p> <p>We provide resources to support children with specific needs e.g. coloured overlays, ACE Spelling Dictionaries etc. for dyslexia. Planning, assessment and review – pupil progress reported to parents/carers.</p> <p>Access to teaching and learning for pupils with SEND is monitored through the schools self-evaluation process.</p> <p>Assess children for Examination Access Arrangements and provide the necessary support in examinations and assessments.</p> <p>Offer support before and after school e.g. homework clubs, revision sessions, catch-up sessions etc.</p> <p>Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. SENCO who can provide advice and guidance to staff.</p>

	<p>All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. Behaviour for Learning policies are evaluated on a regular basis with a focus on the impact upon pupils with SEN. Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the local Offer.</p>
<p>Behavioural, Emotional and Social Development:</p> <p>e.g. Behavioural needs Social need Emotional Health and Wellbeing</p>	<p>Clear rewards and sanctions (Good to be Green) are followed, which offer structures and routines.</p> <p>Behaviour for Learning policy in school is based upon encouraging pupils to make positive decisions about behavioural choices.</p> <p>Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.</p> <p>Opportunities to attend residential visits help to develop social, emotional and behavioural resilience, which promote independence.</p> <p>The school provides effective pastoral care for all pupils. Short-term support is put in place for children with an emotional need e.g. bereavement.</p> <p>Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</p>
<p>Sensory and Physical Needs:</p> <p>e.g. Hearing/Visual Impairment Multi-sensory impairment Physical and Medical Needs Sensory Overload (ASD linked)</p>	<p>Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed.</p> <p>ICT is used to increase access to the curriculum.</p> <p>Provision to support access to the curriculum and to develop independent learning.</p> <p>Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs.</p> <p>Access to Medical Interventions and strategies/programmes to support Occupational Therapy/Physiotherapy - strategies and programmes of work from the Occupational Therapy Service are followed, for children with physical difficulties, to support the development of gross and fine motor skills in the classroom and around the school.</p> <p>Physical aids and resources are used, where necessary or where advised by specialists, e.g. pencil grips, special pens etc. Where appropriate, we encourage alternative ways of recording ideas/writing/investigations etc. (Alpha Smart / audio recorders etc.)</p> <p>We make every effort to be as accessible as possible e.g. disabled toilet facilities, wheelchair ramps etc.</p> <p>Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</p> <p>Staff understand and apply the medicine administration policy. The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.</p> <p>The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.</p> <p>Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</p> <p>Staff provide for pupils with sensory overload (e.g. busy visual displays, loud noises, smells etc.) through careful classroom organisation and targeted planned activities.</p> <p>Quiet formal areas within school are utilised if and when required.</p>