



City of Bradford MDC

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'Striving for Excellence Learning with Jesus'

**The Local Offer or Summary of Provision
for children and young people with special educational needs or disabilities (SEND)**

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

School mission statement

Our school exists to enable all children and adults to grow towards Christian maturity based on the life and teachings of Jesus as revealed in the Gospels and in the Traditions and Doctrines of the Catholic Church.

We value the personal, creative and academic development of each individual child.

We strive to foster the Faith of the individual by example, by common assembly, by the common practice of the Sacraments, celebration of Feast days, by providing a curriculum ensuring a Catholic setting in which the children grow in understanding.

We value co-operation with the Parishes, Parents and community, particularly during Harvest Festival, Christmas, Lent and Easter.

We encourage the children to help one another and less fortunate members of society. We recognise the value of the individual child and the value of the school; we continue to build on what began in the home, in an extended family atmosphere. In the context of the Christian Partnership of Home, Church and School,

[Guidance from Bradford Metropolitan District Council's Children's Services for SEN.](#)

This is based on a 3 range structure which supports the following areas of need: Autistic Spectrum Condition, Speech, Language and Communication needs, Moderate Learning needs, Specific Learning needs, Behavioural, Social and Emotional needs, Hearing Impairments, Visual Impairment, Multisensory Impairment and Physical Difficulties.

These needs will be supported using an 'Assess-Plan-Do-Review' structure.

If a child falls into Range 4 or above, they will have a Statement of Special Educational Needs or an Education, Health and Care Plan. (EHCP) The support provided in school will follow the detailed provision in the statement / EHCP plan.

School Name	St.Joseph's Catholic Primary School
Type Of School	Mainstream Primary
Accessibility	<ul style="list-style-type: none"> • Fully wheelchair accessible • Adapted / disabled toilet
Agencies that can be accessed	<ul style="list-style-type: none"> • Speech and Language Therapist • Educational Psychologist • Specialist Advisory Teachers • School Nurse • CAMHS • Catholic Care
Provision Unique To School	<ul style="list-style-type: none"> • Qualified SENCo • Experienced team of teaching assistants • Higher Learning Teaching Assistant
Consultation with Parents	<p>School has an open door policy and you are welcome to make an appointment at the office to speak to a member of staff at a mutually convenient time.</p> <p>When a child is placed on the SEN register, they become involved in the graduated approach of the assess, plan, do and review system. Parents will be involved all all stages of this system.</p> <p>For further details of SEN processes in school, please see the SEN policy.</p>
Before and after school activities	SEN children can access all extra-curricular activities.

At St. Joseph's Catholic Primary School our offer for Ranges 1 to 3, each area of SEN, can be accessed through the following hyperlink to Bradford's guidance - [guidance from Bradford Metropolitan District Council's Children's Services for SEN.](#)

1. *Who are the best people to talk to at St. Joseph's Catholic Primary School about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?*

Class teacher

Responsible for:

- Quality First Teaching.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Graduated Approach Plans (GAP) where required, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned provision for your child, so they can achieve the best possible progress – this may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO. Miss Iles

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and provision mapping to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning

- kept informed about the support your child is getting
 - involved in reviewing how they are doing.
 - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
 - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
 - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
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Headteacher

Responsible for:

- The day to day management of all aspects of the school – this includes the support for children with SEND.
The head will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
The head must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
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SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
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Parents

If you have concerns about your child's progress you should speak to your child's class teacher.

2. How will St. Joseph's Catholic Primary School let me know if they have any concerns about my child's learning?

If your child is identified as not making expected progress or has additional needs the school will set up a meeting to discuss this with you in more detail and to:

- Share initial concerns between school and home
- Arrange additional support or interventions your child may need
- Monitor progress and share assessment review
- Discuss any further referrals to other professionals if necessary.

3. How is extra support allocated to children?

- The school budget, received from Bradford LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
 - The children getting extra support already
 - The children needing extra support
 - The children who have been identified as not making as much progress as would be expected
 - Deciding what resources/training and support are needed.
- All resources/training and support are reviewed regularly and changes made as needed.

4. What are the 'Ranges of Need'?

Bradford Council have identified 7 'Ranges of Need' for pupils with SEN. Within a mainstream school it is expected that provision will be made for pupils within Ranges 1-3 (and 4 dependent on the individual child).

If a child has a Statement of Special Educational Need or an Education, Health and Care Plan in which our school is named, then we provide the support detailed in the plan.

For further details about each Range please click on the links below to refer to Bradford Council's [Summary of Provision](#) document or the Bradford Council's [Guidance by Primary Need](#) documents.

- [Autistic Spectrum Condition \(ASC\)](#)
- [Speech, Language and Communication Needs \(SLCN\)](#)
- [Moderate Learning Needs \(MLN\)](#)
- [Specific Learning Difficulties \(SLD\)](#)
- [Behavioural, Social and Emotional Needs \(BSEN\)](#)
- [Hearing Impairment \(HI\)](#)
- [Visual Impairment \(VI\)](#)
- [Multi-Sensory Impairment \(MSI\)](#)
- [Physical Difficulties \(PD\)](#)

5. *What support do we have for you as a parent of child with an SEND?*

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- GAPs will be reviewed with your involvement each term as appropriate.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- There are a number of parent support groups such as Parent Partnership, Catholic Care and Bradford Families Information Service.

6. *What are the different types of support available for children with SEND in St. Joseph's?*

Your child will receive:

- Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

Your child may receive:

- Specific group work with in a smaller group of children.
- Specific targeted work on an individual basis as part of a small group
- Specialist individual support or groups run by outside agencies e.g. Speech and Language therapy
- Specified Individual support.

7. *Who are the other people providing services to children with a Special Educational Need or Disability in this school?*

- Autism Spectrum Team
- School Nursing Team
- Cognition and Learning Service
- Educational Psychology Team
- Catholic Care
- Child and Adolescent Mental Health Service
- Health Services as appropriate
- SEN Early Intervention Team
- Behavioural, Emotional and Social Difficulties Team