

SEN Local Offer

At St Mary & St Joseph's we believe in inclusion and cater for children with a range of additional needs and disabilities. We have trained staff who work with identified individuals and groups in addition to the differentiation and support that takes place within the classroom. External advice is utilised to support the child, family and staff in meeting their needs. Our wonderful building and facilities ensure that full access to all facilities is possible for all children with or without physical disabilities.

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?

On entry, we receive relevant information from previous settings such as Pre-school or former Primary school.

The progress of all children is tracked regularly by class teachers and the senior leadership team. If, as a result of this monitoring, it becomes apparent that a child is not making the expected progress in a particular area of their learning, we can quickly identify the need for additional support. This is then discussed with parents and carers.

If a parent or carer has a concern regarding the progress or attainment of their child they should, in the first instance, speak with the class teacher to discuss their concerns, who will liaise with our Special Needs Co-ordinator (SENCo) as appropriate. All teachers are available to speak with parents briefly at the end of any school day, but parents and carers can also make an appointment with their child's class teacher for a longer discussion.

How will school staff support my child?

In the first instance, all children receive Quality First Teaching from their Class Teacher which includes appropriately differentiated work and additional resources, such as writing slopes, high frequency word mats, multiplication grids, as necessary.

When the school first identifies the need for additional intervention from our tracking process, the parents and carers will be informed of the planned support and may be invited to a meeting at school to discuss this further, depending on the nature of support being put in place.

A child may require a specific 'catch up' programme and in this case he/she will carry out the planned intervention, with progress will be monitored from the start to the end of the programme. If progress is made and the child is now working within the expected range for their age, no further action will be required. The child will continue to be monitored to ensure that this progress is maintained. Parents are informed of their child's progress.

Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support. We offer a whole range of interventions covering a wide aspects of learning for children who have additional needs.

These include:

Literacy – Direct Phonics for reading and spelling; Rapid readers for reading and comprehension;

Handwriting – Speed Up! programme; Rescue Recovery scheme;

Maths – First Class at Number; Talk for Maths;

Speech, Language and Communication – Time for talk; Socially Speaking

Emotional Support – access to our Emotional Literacy Support Assistant (ELSA).

If a child has significant additional needs and/or fails to make progress on one of our intervention schemes, they may meet the criteria to be included on our Special Educational Need or Disability (SEND) register. At this stage, school will, with permission of parents and carers, engage the support of one of the external agencies that support the school – see below for a list of outside support we access.

Where appropriate, a child may have access to 1:1 learning support, either in short learning sessions throughout the week or to support them within class.

For all children receiving additional support, the Class teacher will complete the school Provision Map, highlighting the additional support the child will receive, and provide a copy to parents.

For children with a higher level of need (previously known as School Action Plus and Statement), where an outside agency has been engaged, a detailed 'Support Plan' will be drawn up that highlights areas of needs, current objectives and how the school aims to deliver those objectives. All the interested parties, teacher, parent or carer and child, sign and date this document. Support plans are formally reviewed termly at the half-term but the Class Teacher and SENCo monitor and track progress in-between these formal check-points to ensure that the support provided is still relevant and appropriate.

We monitor the progress of all children receiving additional support whether they are accessing 'catch up programmes' or they meet the criteria for inclusion on the SEND register. This is to be clear that the provision we have put in place is having the impact we are expecting and most importantly that the arranged provision fully meets the child's needs.

Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they receive termly reports from the SENCo on the progress of children with SEND.

How will the curriculum be matched to my child's needs?

As noted above, all teachers differentiate learning to meet the needs of all children in their class. Some specific tailored provision is provided for children who have SEND. For example, a child who has literacy difficulties would be able to access a colour overlay when reading or use IT equipment to record their work. For a child who has Speech Language and Communication needs (SLCN) teachers and support staff would use simplified language and/or pictures to support them to understand new vocabulary.

The SENCo is available to provide support to teachers when planning for the needs of children with specific difficulties, if required.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

The progress of all children is tracked regularly by class teachers and the senior leadership team.

We have an 'open door' policy in school so that parents and teachers have regular opportunities to discuss a child's need on an informal basis.

A home school link book may be used where appropriate to keep parents and school in close correspondence.

Parents and carers may request, or be invited to attend, regular or ad hoc meetings to discuss their child's progress.

Parents' Evenings (October and February) and Open Classroom events(termly) give all parents and carers feedback on their child's attainment and progress.

Parents and carers of children who are included on our SEND register are invited to an additional Parent Teacher consultation in the Summer Term.

Parents and Carers of children on our SEND register are invited to an informal coffee morning in the Summer Term to find out about a specific aspect of the support we provide and ask any questions that they may have.

All Support Plans are updated termly at the half-term.

An end of year report for all children is sent home in July.

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

The well-being of all our children is our primary concern at St Mary & St Joseph's School. Pupils are successfully supported with their Emotional, Social and Behavioural development throughout the school day and through the curriculum.

We have a set of values based around RESPECT that all children are fully aware of and which all adults refer to when praising behaviour or when speaking to children about poor choices they may have made.

Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom. This may include ELSA support, access to CAMHS, counselling or other relevant support programmes.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood by all children and consistently applied by all staff.

We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

All staff receive basic first aid training which is regularly refreshed. Additional, some staff are further trained in Paediatric First Aid. Relevant staff are trained to support specific medical needs and in some cases all staff will receive training on whole school issues such as asthma. We have a Medical Policy in place.

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

All external agencies that we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

Outside agency support includes: Educational Psychology (EPS); Behaviour support (BS); Speech and Language Therapy (SALT); Hearing and Vision Support Service (HVSS); Out Reach and In Reach via the area's Special Schools; Occupational Therapy (OT) and Special Educational Needs Specialist Service (SENS); Child and Adolescent Mental Health (CAMHS); Paediatrician and School Nurses and the Locality Team.

What training have staff supporting children with SEND had or are having?

Training of staff is an on-going process and we regularly invest time and money in training staff to improve quality first teaching for all children. We also regularly review provision and identify new intervention programmes, providing the necessary training for staff to ensure effective implementation.

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

Our Equality policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns regarding safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs. If appropriate, parents and carers are consulted and involved in planning and where appropriate may attend school trips.

How accessible is the school environment?

An Accessibility Plan is in place and where feasible, adjustments are made to improve the accessibility of our environment to meet individual needs. Policy and practice adheres to The Equality Act 2010.

Our modern, well maintained building and facilities ensure that full access to all facilities is possible for all children with or without physical disabilities.

How will the school prepare my child for the next stage of their education?

We have excellent working relationships with schools that provide the next stage of our children's education. Opportunities are provided from year 5 onwards for the children to be involved in activities at the next school, whether these be after school taster sessions, sports tournaments or additional sessions for specific groups of children run during the school day.

Getting transition right is important to us and we work hard to ensure that each child feels secure during this process. Further support is offered to those children who have SEND

including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.

How are the school's resources allocated and matched to children's special educational needs?

Our budget is monitored and audited regularly. We utilise resources to support the strategic aims of our setting as well as the needs of individual learners.

How are parents involved in school? How can I be involved?

We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations. Parents are always encouraged to arrange meetings with Class Teachers whenever they have concerns and are invited to be involved in general school life through a number of means e.g. the PTFA, parent forums, volunteering in school, hearing children read and on-going invitations to school events throughout the year. Our governing body includes parent governor representatives.

Who can I contact for further information?

In the first instance parents and carers are encouraged to speak with their child's Class Teacher. For pupils with SEND, further information and support can be obtained from the SENCo. You can also find information from the Dorset Parent Partnership and Dorsetforyou online.