

St. Joseph's Catholic Primary School
Special Educational Needs Information



At St Joseph's we aim to
promote a learning community based on the
Gospel values of
Love, Trust and Respect,
where the achievements of everyone are
recognised and celebrated

Living, Learning and Loving together with Christ

Our mission statement is the back drop for all we do in school, including our work with our children with additional learning needs. This document gives families information about the variety of ways we ensure we support our children with Special Educational Needs (SEN) to achieve their potential. We provide a full range of educational and pastoral support to all and our children with SEN make good progress.

The information here is general; each child is individual and will receive unique provision and resources where necessary.

If you would like further information, or a chat please contact our Assistant SENCO, Mrs H. Love, by phone on 0191 273 6093

There are a number of reasons why a child may be identified as having SEN:

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment

For all pupils at St. Joseph's Catholic Primary School who have an additional need:

- We value and recognise the expert role families play in their children's lives and work closely in partnership with them.
- We support our families with children with SEN, formally through review meetings and informally through our "open door" approach. Support is offered to families through our dedicated SEN and Welfare team. We are also able to signpost to services and organisations which may offer appropriate input or advice via the Local Offer
- We deliver high quality teaching, adapting the curriculum and our resources to support access to learning.
- We use pupil-friendly targets and needs-based individual education plans (IEPs). We involve pupils, parents and staff to write, implement and review them. We use this information to inform future planning, teaching and provision.
- We produce individual provision maps (IPMs) to support the children's needs.
- We seek support and advice from outside agencies such as: SENTASS, Community Paediatrics, CYPS, Speech and Language Therapy and the Educational Psychology Service to ensure any barriers to success are fully identified and responded to.

- We support access to teaching and learning for pupils with SEN, monitored through the schools self-evaluation process.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- We use ICT (both hardware and software) to promote access to the curriculum.
- Whole school policies such as those for behaviour, anti-bullying and SEN are evaluated on a regular basis with a focus on the impact upon pupils with SEN. **See anti-bullying policy.** Activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- Support staff are placed where they are needed throughout the school to promote pupil progress and independence.
- We have an experienced SENCO and SENCO assistant who can provide advice and guidance.
- Staff receive on-going training in relation to meeting pupils' needs in the classroom.
- We liaise closely with secondary schools at transition times to ensure SEN pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible.

Specific provision is also provided for different areas of need. The table below explains some of the details of support; however, this is not a comprehensive list. If you require further information we urge you to contact the school or come in and have a chat and a look around.

<p>Communication and Interaction</p> <p>E.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD)/ Social Communication Disorders • Speech, Language and Communication Needs 	<ul style="list-style-type: none"> • We use visual supports, for example visual timetables to help children to understand what will happen and when. • We have areas of low distraction/stimulus, for example pop up black out tents. • We can offer support and supervision at unstructured times of the day, for example break and lunchtime when appropriate. • We offer social skills programmes/support including strategies to enhance self-esteem, for example social skills group. • Where appropriate we individualise reward systems to promote learning and enhance self-esteem. • We use social stories and comic strip conversations to help children learn how to approach and deal with different social situations. • We have a variety of resources available to use, depending on a child’s level of sensory need. • We spend time with children helping them to identify situations that cause anxiety and finding ways to relieve this, for example, through regular “check-ins” with identified members of staff, counselling, fiddle toy, time out and communication cards. • We use strategies/programmes to support speech and language development in partnership with the relevant agencies, for example individual speech and language programmes, Talk Boost. • We can provide specific one to one support, for example through the use of box time. • We make use of ICT where appropriate, for example the use of iPads.
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<p style="text-align: center;">Cognition and Learning Needs</p> <p>E.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (SpLD) 	<ul style="list-style-type: none"> • We support access to the curriculum and aim to develop the skills for independent learning, for example through changes to classroom environments, use of IT, support staff, specific interventions. • We use resources to promote multi-sensory, practical and independent learning • We use small group targeted intervention programmes to improve skills in a variety of areas of learning including Literacy and Numeracy, for example Rapid Writers, 1stClass@Number. • 1:1 targeted intervention programmes are delivered to pupils to improve skills e.g. Rapid Reading, Letters and Sounds, Lexia and Nessy. • We recognise and support children with additional time to process information and ideas. • We assess pupils regularly and report progress to parents and staff. • We assess pupils for access arrangements for SATs testing and provide appropriate arrangements. • As well as during school time, we offer support before and after school, for example 1-1 Tuition (time specific), Lexia. • We make use of ICT where appropriate for example the use of I Pads, interactive whiteboards. • We have a variety of specifically targeted IT programmes available to support learning in school including Nessy and Lexia. • Where appropriate learning aids such as coloured overlays, reading rulers and Ace Spelling dictionaries are available within school.
<p style="text-align: center;">Social, emotional and mental health issues</p> <p>E.g.</p> <ul style="list-style-type: none"> • Social Difficulties • Mental Health Conditions • Emotional Difficulties 	<ul style="list-style-type: none"> • The school provides an excellent robust pastoral care for all pupils through the support of the school welfare team. For example in addition to the SENCO and SENCO assistant the school also offer welfare support, parent support advisor (PSA) and attendance officer. • Our behaviour management systems in school are based on encouraging pupils to make positive decisions about behavioural choices. • Pupils are supported according to Behaviour Policy and the key principles of restorative practice. • The school's behaviour policy identifies where reasonable adjustments or changes can be made to ensure the need for exclusion is kept to a minimum. • We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities. • We use small-group and 1:1 targeted programmes to develop social skills and emotional resilience, for example social skills groups, individual behavioural support programmes.

	<ul style="list-style-type: none"> • The school has clear sanctions and rewards that are followed to offer children structure and routine. The school offers “golden time” as a reward for positive behaviour. • Access to alternative curriculum options, where appropriate, provides a different approach to the curriculum. • Our outstanding pastoral staff support all aspects of social, emotional and mental difficulties, for example our Learning Support Assistant provides structured and time-limited support for vulnerable pupils. • We can put in place tailored support for a specific emotional need, for example, bereavement. • We seek support from outside agencies such as School Health, Community Paediatrician, the Children and Young People’s Service (CYPS) as and when appropriate. • Whilst we aim to prevent any form of bullying, we recognise the importance of establishing and maintaining effective policy and practice to deal with bullying should it occur. Please make reference to our Anti-bullying policy. • Link: Anti-bullying policy
<p>Sensory and/or Physical Needs</p> <p>E.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<ul style="list-style-type: none"> • Advice and guidance from relevant agencies such as physiotherapists, occupational therapists, the Newcastle Children’s Vision team and Hearing Impairment team is sought and acted upon to ensure barriers to success are reduced or removed. • Where appropriate we provide support and aids to ensure access to the curriculum and develop independent learning, including resources to support fine and gross motor skills and alternative ways of recording. • We seek and act on advice and guidance for pupils who have significant medical needs. • We provide support with personal and intimate care if and when needed. • The school makes every effort to be as accessible as possible, for example, disabled toilet facilities. For further information please see the Disability Equality Access Policy. • Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, visits. • Small group or 1:1 targeted intervention programmes are delivered to pupils to improve skills for example sensory box time, motor skills groups, Speed Up, Teodorescu (Write from the Start), Roll and Write. • We use transition to support children to make a smooth transfer between age phases and successfully prepare for adulthood.

If you have any concerns about your child's SEN progress or provision we would urge you to come into school and discuss matters further with your child's class teacher or the school SENCO or Assistant SENCO. Alternatively the school parent support advisor (PSA) or Senior Leadership Staff would also be available to help. Although we would always hope to resolve any issues or concerns informally by working in partnership with parents, school complaints procedures are in place.

Other useful information/contacts

Family, Advice and Support Team (supports families with disabled children/young people from birth to 25 years).

Contact details:

Family, Advice and Support Team.

Phone: 0191 281 8737

Email: information@skillsforpeople.org.uk

Parents can contact SENDIASS (SEND information, Advice and Support Service) for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

SENDIASS can be contacted on 0191 284 0480

Or by e-mail: sendiassadmin@newcastle.gov.uk

Ask for Judith Lane or Sarah Francis.

The National Autistic Society

Web: www.autism.org.uk

Email: mailto:nas@nas.org.uk

Autism Helpline

Tel: 0808 800 4104
(open 10.00am-4.00pm, Monday-Friday)

Text: 07903 200 200

Newcastle Families Information Service

<http://www.newcastlefis.org.uk/kb5/newcastle/fsd/home.page>