

St Joseph's Catholic Primary School



Our offer to children with Special Educational Needs and Disabilities (SEND)



At St Joseph's we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children, whatever their needs or abilities. They are helped to develop confidence in their own abilities and strengths in all areas of their school life. Support is provided for any child who may at any time in their school career require different or additional provision to help them achieve their full potential. These pupils may be on the Special Educational Needs and Disabilities (SEND) Register or from nationally recognised groups which are vulnerable to underachievement such as Looked After Children (LAC), pupils eligible for free school meals (FSM), currently referred to as Pupil Premium pupils (PP) and those from ethnic minority groups (EM).



All teachers are teachers of Special Educational Needs and many pupils' circumstances may make them vulnerable to underachieving at some point in their schooling. We recognise that it is a teacher's responsibility to meet the needs of all of the children in the class through Quality First Teaching which includes differentiation, different teaching styles, a variety of materials and resources, classroom organisation and through partnership with specialist services. This lies at the heart of good inclusive practice.

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PARTNERSHIP

In caring for and educating your children we work in partnership with other agencies that can also support your child. The Inclusion Leader and Special Needs Co-ordinator (SENCO) will decide which agencies to refer to after discussing your child's needs with you and with the teaching staff.

We work closely with;

Educational Psychology Services (E.P.)

Children's Occupational Therapy Services (O.T)

Children and Adolescent Mental Health Services (CAMHS)

Education Welfare Services (EWS)

Children's Sensory Team (CST)

The Speech and Language Therapy Services (SALT)

Special Educational Needs Assessment and Review Service (SENARS)

Play Therapy Service provided by the Catholic Children's Society

PROVISION

We offer a range of interventions tailored to meet the needs of each child with the aim to provide full access to the national Curriculum, appropriately differentiated to meet each individual's Special Educational Needs.

Area of Need	Inclusive Quality First Teaching – Universal Support	Interventions to enable children to work at age related expectations	Additional highly personalised intervention
Communication and Interaction	Differentiated curriculum Planning Activities, delivery and outcome Modelling Visual Timetable Auditory sequencing/ discrimination. Auditory/ visual memory Barrier games Maths games	In class support from teaching assistant – focussing on language ELKAN trained TAs Additional use of ICT e.g.alphasmarts Social skills groups 5 minute boxes Language groups for children new to English	Speech and Language support from SALT. Children’s Sensory Team - Visual Impairment Children’s Sensory Team - Hearing Impairment Children’s Sensory Team - Autistic Spectrum Disorder Educational Psychology Services
Social, Emotional and Behavioural	Whole School Behaviour Policy. Class Rewards and Sanctions. Share success. Pastoral Care Policy	Circle Time. P.S.H.C.E. Social skills group.	Individual reward/behaviour charts. Child and Mental Health Services Pastoral Support Plans Play Therapy Educational Psychology Services
Sensory and Physical	Multi-Sensory teaching approach. Variation in grouping – individual, pairs, small group.	Access to specialised equipment e.g. writing slope, fidget pencil, pencil grips, sound field systems	Individual support in class during P.E. Motor skills programme with Occupational Therapy Services followed up in school. Children’s Sensory Team
I.C.T.	Too Simple. Clicker 6 Espresso Education City	Accelerread /accelewrite Clicker 6 Board maker	

FREQUENTLY ASKED QUESTIONS:

1. How can I let the school know that I am concerned about my child's progress in school?

If you have any concerns about your child's progress you should speak to your child's teacher initially. If you feel that your child is still not making progress you should speak to the Inclusion Leader or Special Needs Coordinator (SENCO). If you are still not happy, you can speak to the SEND governor.

2. How will the school let me know if they have any concerns about my child's learning?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. We will listen to any concerns that you may have and plan any additional support that your child may require. We will discuss with you any referrals to outside professionals that may be beneficial to support your child's learning.

3. How is extra support allocated to children?

The school budget, received from Harrow LA, includes money for supporting children with SEND. The head teacher decides upon the budget allocation for special educational needs and disabilities in consultation with governors, on the basis of needs in the school. The head teacher, the Inclusion Leader and SENCO discuss all the information they have about SEND, including the children receiving extra support already and those needing extra support. They decide and review regularly what resources, training and support is needed.



4. Who are the other people providing services to children with SEND in this school?

Directly funded by school:

- The Inclusion Leader
- The SENCO
- Highly trained teaching assistants providing support in maths, literacy, additional speech and language therapy, visual and auditory memory strategies.
- Play therapist provided by the Catholic Children's Society
- Educational Psychology Services

Paid for centrally by the Local Authority but delivered in school;

- Children's Sensory Team-Service for children with hearing impairment
- Children's Sensory Team-Service for children with visual impairment
- Children's Sensory Team-Service for children with Autistic Spectrum Disorder and who have a statement of SEN or an EHC plan
- Speech and Language Therapy (SALT) for those children with a statement of SEN or an EHC plan (provided by Health but paid for by the Local Authority)

Provided and paid for by the Health Service (NHS Trust) but delivered in school;

- Occupational Therapy (OT)
- School nurse
- Speech and language at School Support level

5. How are the teachers at St Joseph's helped to work with children with SEND and what training do they have?

The SENCO/ Inclusion Leader supports the class teacher in planning for children with SEND.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Children's Sensory Team for children with hearing impairment.

6. How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Specially trained staff can adapt or modify the teacher's planning where necessary. Specific resources and strategies will be used and can be adapted on a daily basis if needed.

7. How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed every term and a teacher assessment given in reading, writing and mathematics. If your child is in year 1 and above, but is not yet at national curriculum levels/expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These are called performance "P" levels.

At the end of each key stage (i.e. at the end of year 2 and year 6) children are required to be formally assessed using Standard Assessment Tests (SATs). The government requires this of all schools and Year 6 results are published nationally.

Children at School Support and those with a Statement of SEND/ EHC Plan will have an Individual Education Plan which will be reviewed, with your involvement, every term and the plan for the next term made.

The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual review with all adults involved in the child's education.

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

The class teacher is regularly available to discuss your child's progress or any concerns that you may have and to share information about what is working well at home and at school so similar strategies may be used.

The SENCO and Inclusion Leader are available to meet with you to discuss your child's progress.

All information from outside professionals will be discussed with you and with the person involved directly or in a written report.

Individual Education plans will be reviewed with your involvement each term.

Homework will be adjusted as needed to your child's individual needs.

Parents are informed and actively encouraged to support shared goals at home.

There is access to Parent Partnership and to other support groups

9. What support is there for my child's overall wellbeing?

St Joseph's is an inclusive school. We welcome and celebrate diversity. Our staff believe that children having high self-esteem is crucial to a child's wellbeing and learning.

The class teachers have responsibility for the pastoral, medical and social welfare of every child in their class. They are parents' first point of contact. If further support is required the class teacher liaises with the SENCO and Inclusion Leader for further advice and support. This may involve working alongside outside agencies such as Health and /or specialist educational services.

10. How does the school manage the administration of medicines?

St Joseph's has a policy regarding the administration and management of medicines within school.

Staff have training and updates on conditions and medication so that relevant staff are able to manage medical situations.

Parents need to contact the class teacher and one of the First Aid Team if medication is recommended by Health professionals to be taken during the school day.

On a day to day basis the First Aid Team generally oversee the administration of medicines with support from health professionals as necessary.

11. How will we support your child when they are leaving St Joseph's School OR moving on to another class?

We recognise at St Joseph's that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school we will contact the SENCO and ensure that he/she knows about any special arrangements or support that need to be in place for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school, information is passed onto the new class teacher in advance and a planning meeting will take place with the new teacher. All education support plans are shared and if your child would be helped by a transition booklet to support them in understanding moving on then it will be made available for them.

In year 6, the SENCO will meet with the SENCO from the secondary school to discuss the specific needs of your child. School will put into place a transition programme tailored to the needs of your child, which may include extra visits, social stories etc. and the staff from the new school will visit your child at St Joseph's.

We liaise closely with staff when receiving and transferring children to different schools ensuring that all relevant paperwork is passed on. If your child has a Statement / EHC Plan then a transition meeting involving both schools is held.

How is St Joseph's School accessible to children with SEND?

All children will have an assessment on entry to St Joseph's. We ensure that teaching resources and equipment used are accessible to all children regardless of their needs. After school and extra-curricular provision is accessible to all children including those with SEND.





12. How will my child be able to contribute their views?

We are a Rights Respecting School where we value and celebrate each child being able to express their views on all aspects of school life. Our School Council gives every child an opportunity to give viewpoints or to raise issues.

All children regularly discuss and set their targets with their teachers.

If your child has a Statement / EHC Plan their views will be sought before any review.

13. What support is there for behaviour, avoiding exclusion and increasing attendance?

St Joseph's has a very positive approach to all types of behaviour with a clear reward system which is followed by all staff.

If a child has behavioural difficulties an Individual Education Plan is written after meetings with the child and parents to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident, we expect the child to reflect upon their behaviour with an adult to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored daily. Lateness and absence are recorded and reported upon to the person in charge of attendance and punctuality. Support is given to families who are struggling with lateness, which may involve the Education Welfare Services, to enable them to get their children into school on time.

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

We include all children in all parts of our school curriculum and we aim for all children to be included on our school trips. We provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.



15. How the school's resources are allocated and matched to children's SEND needs?

We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available. We have a team of Learning Support Assistants (LSA) /Teaching Assistants (TAs) who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.

This budget is allocated on a needs basis. The children who have the most complex and high level needs are given the most support often involving an L.S.A.

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

Our SENCO is fully qualified and accredited.

As a school, we work closely with external agencies that we feel are relevant to individual children's needs including: Educational Psychologists; Health, including G.P.s, school nurses, paediatricians, speech and language therapists, occupational therapists; CAMHS; Social Services, including locality teams and social workers.

17. What training has the staff supporting children with SEND had or is currently having?

Two members of staff have completed further training (ELKLAN) in delivering speech and language programmes from the Speech and Language Service.

We have regular training for all Teaching Assistants and Learning Support Assistants in delivering phonics, reading, spelling, maths, barrier games, Brain Gym, auditory and visual memory programmes.

A number of support staff have completed additional training including NVQ 2 and 3 and Higher Level Teaching Assistant Training.

18. What if I need to complain?

Parents have the following rights of redress should the school, governors or L.A. fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or L.A.'s complaints procedure.
- The Disagreement Resolution Service (for disagreements between parents/ young people and the L.A. or parents/young people and the education provider)
- Complaints to OFSTED (about whole SEND provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint).
- An appeal to SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement.
- Complaint to the L.A. Ombudsman (for complaints against L.A.s if not resolved through the L.A.s complaints procedure).
- Complaints to the Secretary of State (against schools or L.A.s)

At St Joseph's
we love, learn and live
by the example of Jesus Christ

