

SEND INFORMATION REPORT

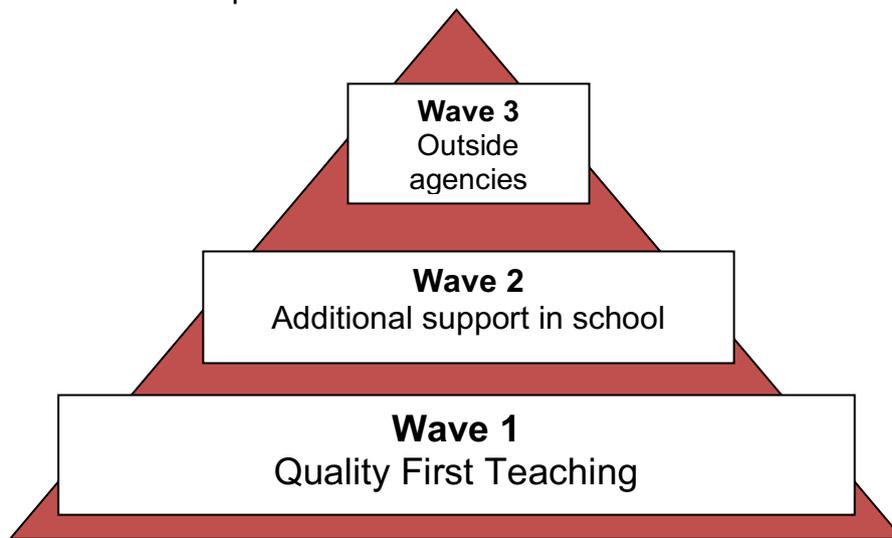
St Joseph's Catholic Primary School is an inclusive community that aims to support and welcome each individual as a valued part of our community. Although it may be considered that all children at some point in their education have individual special needs, there are groups of pupils throughout the spectrum of ability who have further and additional individual requirements. We are committed to working for quality and equality of opportunity for all pupils. We believe that every teacher is a teacher of every pupil; including those with Special Educational Needs and or Disability (SEND)

Policies for Identifying Children with SEND

St Joseph's is dedicated to providing 'First Quality Teaching' for all its pupils. For those who require additional support, the school's full time SENDCo is Mrs Joanne McDonagh whose key responsibilities are:

- Co-ordinating responsibilities and liaising with Deputy SENDCO'S's
- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

At St Joseph's, for those children identified by the class teacher as requiring additional support, the teacher will complete an initial concerns form (see appendix 1), The form allows the teacher to reflect on the support the child has already received through 'First Quality Teaching', Interventions or use of other resources. This is identified as 'Wave One' provision. Once parental views and, where appropriate the child's view have been sought, Mrs McDonagh and deputy SENDCO's will, after consultation with all parties, place the child on the SEN Support register. This will provide additional support through 'Wave Two and Wave Three provision.



There are four areas of learning which pupils may need additional support:

Communication & Interaction

[Children and young people with speech, language and communication needs \(SLCN\)](#) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

[Children and young people with ASD, including Asperger's Syndrome and Autism](#), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have

severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as [dyslexia](#), [dyscalculia](#) and [dyspraxia](#).

Social, Emotional or Mental Health

[Children and young people may experience a wide range of social and emotional difficulties](#) which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as [anxiety or depression](#), [self-harming](#), [substance misuse](#), [eating disorders](#) or [physical symptoms that are medically unexplained](#). Other children and young people may have disorders such as [attention deficit disorder](#), [attention deficit hyperactive disorder](#) or [attachment disorder](#).

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. **The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.**

Sensory and/or Physical

[Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.](#) These difficulties can be age related and may fluctuate over time. Many children and young people with [vision impairment \(VI\)](#), [hearing impairment \(HI\)](#) or [a multi-sensory impairment \(MSI\)](#) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf blind children and young people is available through the Social Care for Deaf blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional on going support and equipment to access all the opportunities available to their peers.

St Joseph's is dedicated to providing resources, intervention, specialised support staff, and training for all our staff in order to meet the needs of our pupils at all times.

We provide:

- An experienced Communication and Language support assistant who, following the advice from our allocated Speech and Language therapist (provided by the NHS), supports all our pupils identified with communication and interaction.
- An Educational Psychologist, on site once every fortnight, who provides advice and support for all our teaching staff, assessment of children, parental support and guidance.

- A member of the Autism/Complex Communication Difficulties (**CCD**) Team help support and advise teaching staff and parents on supporting pupils with Autism or Complex Communication Difficulties.
- Regular visits from the occupational therapist and visual impairment team (provided by the NHS) helps with advise and support for our pupils and staff.
- A specialised Teaching assistant delivers the ‘Smart Moves’ programme to help support our children with motor skills problems.
- Classroom teaching assistants provide support in an inclusive classroom environment under the direction of the class teacher.
- Specialised Teaching Assistants provide intervention groups under the direction of Miss Dean and Miss Hancox. (Deputy SENDCOs)

Arrangements for Consulting Parents of Children with SEND and How the School involves other bodies (including health and social care etc in meeting SEND and supporting families).

Initial concerns are discussed on completion of the ‘initial concerns form’ and through regular parent consultation meetings. Children on our SEND register are also offered an **additional 10 minutes consultation each term** by the class teacher.

At St Joseph’s, we also have half termly ‘Drop in Sessions’ where parents can meet professionals working at our school in a friendly, casual environment. Professional who attend these meeting are:

- School Nurse
- School’s allocated Speech and Language therapist
- Family Support Worker
- Educational Psychologist
- Police Community Worker
- School Governors
- Parent Engagement Advisor
- School SENDCOs

Arrangement for Consulting Children and Young People with SEND and involving them in their education

All our pupils on the SEND register have a pupil passport which follows them throughout their school life. Each term, a child will speak to their class teacher and are asked about how they feel about their learning and what staff can do to support them further.

Pupil Passports are monitored termly by the SENDCO and SEND governor to ensure our pupils and parents are receiving ‘First Quality Provision’.

Arrangements for Assessing and Reviewing Progress Towards Outcomes.

For all our children, the school follows procedures outlined in our school's Assessment Policy. Assessments for assessing progress is also monitored by:

- Termly Pupil interviews (Class Teacher, SENDCO, SEND Governor, Head Teacher)
- Termly Pupil Progress meetings with Class Teacher, Support Staff, SENDCO, Head Teacher
- Termly monitoring of progress and attainment through data analysis

Arrangements for Supporting Children and Young People Moving between Educational Phases (including in preparing for adulthood).

1. During the movement of educational phases and year groups while at St Joseph's, each child will be given a transition passport during the summer term to help with transition.
2. During the summer term, all classes experience two transition days in their next year group (Including Year Six who move to the school's feeder school 'Blessed Edward Oldcorne College')
3. Pupil Passports are transferred to the next year group including the school's feeder school 'Blessed Edward Oldcorne College'
4. All Year Six pupils on the SEND Register have additional transition days at the school's feeder school 'Blessed Edward Oldcorne College'
5. Mrs McDonagh will liaise with the school's feeder school 'Blessed Edward Oldcorne College SENDCO and discusses the needs of any Year Six Pupils on the register.

The Approach to Teaching Children and Young People with SEND

At St Joseph's, we believe in an 'inclusive and First Quality Teaching Practice' and we ensure all our staff make adaptations to the curriculum and learning environment for learners with SEND where appropriate.

Teachers' responsibilities:

It is the responsibility of all our teachers to deliver **Quality First teaching** allowing access to a broad and balanced curriculum. Teachers will differentiate to enable pupils of different abilities and learning style to fulfil their potential.

There are three principles that are essential to developing our inclusive curriculum:

- Having high expectations when planning for suitable differentiated learning experiences, regardless of prior attainment.

- Responding to pupils' diverse needs by addressing potential areas of difficulty and to remove barriers to pupil achievement.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Teachers will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons will be planned too. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.

The SENDCO, deputy SENDCOs and other professionals will continue to support staff to develop the necessary knowledge, skills and experience to plan suitable support for pupils who encounter learning difficulties

Expertise and training of staff who support children and young people with SEND (including how specialist support will be secured)

At St Joseph's, we employ an educational psychologist who, during the allocated time, helps to train and develop our staff. All staff will complete a training audit annually and, from information gathered, Mrs McDonagh will then provide opportunities for the appropriate training to be accessed.

Evaluating the Effectiveness of Provision for Children with SEND

Mrs J McDonagh, Miss Dean and Hancox provide termly reports to the Headteacher and governing body on the progress of SEND Provision. This report includes:

- Progress and Attainment of Pupils.
- Interventions: Effectiveness on progress and attainment.
- Interventions: Cost effectiveness.
- Overview of Provision for each area of difficulty.
- Overview of Cost effectiveness of provision.
- Multi agency Support.
- Cost effectiveness of outside agencies employed by St Joseph's.
- Staff Training.
- Priorities for the following term.

Support for improving Emotional and Social Development. (including pastoral support for listening to the views of children and young people and measures to prevent bullying)

St Joseph's employs a part time qualified counsellor and family support worker, Mrs T Eaborn, to help support our pupils and parents. Our nurture curriculum is supported by Mrs Barker (HLTA) and Mrs Body (SEN TA) who are based in the school's nurture room (Willow room) to support the emotional and social needs of all our children.

School, Local and National Policies

All documents can be found on the schools website www.stjosephsworcester.co.uk

St Joseph's Disability and Equality Policy 2018-2019

St Joseph's Accessibility Plan 2018-2019

St Joseph's SEND Policy 2018-2019

St Joseph's SEND Offer and Information Report 2018-2019

St Joseph's Mental Health and Wellbeing Policy 2018-2019

Worcestershire Local Authority Offer

Regulation 51 and Schedule 1 of the SEN and Disability Regulations 2014

Chapter 6 Children and Families Act 2014

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Review Date September 2018

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