

St Joseph's Catholic Primary School Special Educational Needs Offer and 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)

What does Local Offer mean?

One of the changes brought about by the 2014 Special Educational Needs and or Disability Code of Practice was that children and young people with Special Educational Needs and or Disability (SEND) and their families should be central to identification, assessment and planning. This means that it is vital that parents know what they can reasonably expect from their school and local authority. Local authorities and other services will set out a local offer of all services available to support children and their families who have a special education need or a disability.

What Does SEND Mean?

Children and young people with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children may need extra or different help to others.

Children and young people with SEN may need extra help because of a range of needs. The 0-25 SEND Code of Practice sets out 4 areas of SEN:

1. 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.

2. 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](#).

3. 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.**

4. 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).

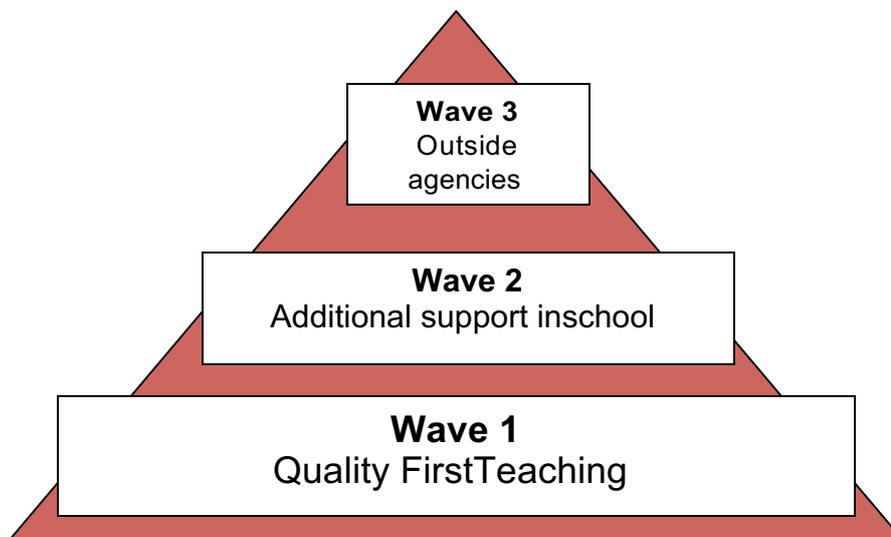
Some children and young people with a physical disability (PD) require additional on going support and equipment to access all the opportunities available to their peers.

How does St Joseph's Support Children with SEND needs?

Our Approach to Teaching Children and Young People with SEND at St Joseph's

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

For those children identified by the class teacher as requiring additional support, the teacher will complete an initial concerns form. The form allows the teacher to reflect on the support the child has already received through high quality first 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 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.



What support do you provide for a parent of child with an SEND?

Our arrangements for consulting parents of children with SEND and we involve other bodies (including health and social care etc in meeting SEND and supporting families).

First 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 termly 'Connections' meetings 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

- ❖ School's Autism /CCN team specialist Teacher
- ❖ Family Support Worker
- ❖ Educational Psychologist
- ❖ Police Community Worker
- ❖ School Governors
- ❖ Parent Engagement Advisor
- ❖ SENDCo- MrsMcDonagh

Will the school listen to my child's view?

Our arrangements for consulting children 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. (Children's 'Pupil Passports' are monitored termly by the SENDCO and SEND governor to ensure high quality provision is being provided for all our pupils and parents.

Who is responsible for supporting my child's learning?

It is the responsibility of all our teachers to deliver high '**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.

Teachers will:

- Use appropriate assessment to set targets which are deliberately ambitious.
- Potential areas of difficulty will be identified and addressed at the outset.
- Lessons will be planned and delivered ensuring that any additional support your child may require is provided. (this may include targeted work, additional support, adapting resources etc.)
- Liaise with the school's Special Education Needs Coordinator (Mrs. J McDonagh) as necessary.
- Teachers will share and review your child's Pupil Passport using the assess, plan, do and review cycle with parents at least once each term.
- Teachers will ensure that the school's SEND policy is followed in their classroom and for all pupils they teach with any SEND.

All our teaching staff can be contacted by telephone (01905 452772) or by visiting the school office to arrange an appointment.

Mrs. Joanne McDonagh is St Joseph's Special Educational Needs and or Disabilities Coordinator whose key responsibilities are:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating 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. (e.g. Speech and Language therapists, the school's educational psychologist, school nurse and member of the CDD team)
- 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.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within the school.
- Supporting all staff to complete the termly assess, plan, do, review cycle and provide specialist support for staff in school, so they can help your child (and others with SEND in the school) to achieve their full potential.

Mrs. Joanne McDonagh can be contacted by telephone (01905 452772 ext 220), email: jcm38@st-josephs-pri.worcs.sch.uk, by visiting the school's SENDCo office to arrange an appointment or visiting the school's termly 'Connections' drop in sessions.

Our School's SEND and Well-Being Governor Mrs. C Mulroy, is responsible for:

- Making sure that the school has an up to date SEND policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in school and being part of the process to ensure your child achieves his/her potential in school

Mrs. C Mulroy can be contacted by making an appointment via the school's office.

How does the school provide expertise and training to support my child?

St Joseph's training of staff who support children and young people with SEND:

- ❖ At St Joseph's, as part of the school's yearly SEN improvement plan all our staff complete an annual training audit and, from information gathered, Mrs. McDonagh (SENDCo) will then provide opportunities for the appropriate training to be accessed.
- ❖ Mrs. Joanne McDonagh, provides in house training and support for all staff at St Joseph's.
- ❖ Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- ❖ Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.

Who are the other people providing support and services to my child?

Services directly funded by St Joseph's:

- ❖ Attendance/Family support worker
- ❖ Teaching Assistants dedicated to delivering group interventions to pupils without Education Health Care Plans
- ❖ Educational Psychology support.
- ❖ CCN/Autism Specialist Teacher.
- ❖ Speech and language and communication support assistant.
- ❖ Nurture Teacher.
- ❖ Specialist SEN teaching assistants to provide further support in classrooms.

Local Authority Funded Services and National Health Services (NHS):

- ❖ Speech and Language Therapist (NHS referrals only)

- ❖ Educational Psychologist (EHCP requests only)
- ❖ School Nurse(NHS)
- ❖ Occupational Therapy (NHS referrals only)
- ❖ Sensory Service for children with visual/hearing impediments (NHS referrals only)
- ❖ Parent Partnership Service (to support families through the SEN processes and procedures).

What types of support are available for children with SEND?

Within the classroom:

All children in school **will receive**:

- ❖ The teacher will have the highest possible expectations for your child and all pupils in their class.
- ❖ All teaching is based on building on what your child already knows, can do and can understand.
- ❖ Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- ❖ Putting in place specific strategies (which may be suggested by the Inclusion Manager or staff from outside agencies) to enable your child to access the learning task.
- ❖ Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Small group Interventions:

It may be the case that Specific Small groups are necessary in order to provide support for a child. This group, often called an intervention group may be run in the classroom or outside and run by a teacher or most often a Teaching Assistant who has had the appropriate training to run these groups.

This level of support is available **for all our children** who have specific gaps in their understanding of a subject/area of learning.

Specialist groups run with the guidance of outside agencies e.g. Speech and Language therapists, Occupational therapists AND/OR Individual support for your child of 20 hours and below in school.

This means that children that have been identified by the class teacher/SENDCo as needing some extra specialist support in school from outside professionals funded directly by the school or by the NHS or local authority.

For your child this would mean:

- ❖ Your child has been identified as needing more specialist input in addition to high quality first teaching and intervention groups.
- ❖ Referrals made to outside agencies will be done so with your agreement.
- ❖ If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.
- ❖ The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - ❖ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - ❖ Support to set targets which will include their specific professional expertise.
 - ❖ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
 - ❖ A group or individual work with outside professional
 - ❖ The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through high quality first teaching and intervention groups.

Specified Individual support for your child of more than 20 hours in school.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SEND Co as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school.

Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school.

This may be from:

- ❖ Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS and CCN/autism team.

For your child this would mean:

- ❖ The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based on Worcestershire's Local Offer.

- ❖ After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support.
- ❖ After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a EHC Plan. If this is not the case, they will ask the school to continue with SEN support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- ❖ The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- ❖ The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This level of support is available for children whose learning needs are:

- ❖ Severe, complex and lifelong
- ❖ Need more than 20 hours support in school

How is extra support allocated?

- ❖ The school budget, received from Worcestershire LA, includes money for supporting children with SEN.
- ❖ The Headteacher and Senior Management Team decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- ❖ The Headteacher and the SENDCo discuss all the information they have about SEN in the school, including:
 - Children getting extra support already,
 - Children needing extra support,
 - Children who have been identified as not making as much progress as would be expected, and decide what resources/training and support is needed.
 - All resources/training and support are reviewed regularly and changes made as needed.

How will my child's progress be measured? And how will I know about this?

Our 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, HeadTeacher)
- ❖ Termly Pupil Progress meetings with Class Teacher, Support Staff, SENCO, Head Teacher
- ❖ Termly monitoring of progress and attainment through dataanalysis

How will you support my child when they are leaving this school? OR moving on to another class?

Our arrangements for supporting children and young people moving between educational phases.

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 theregister.

How is the school's provision of SEND evaluated?

Evaluating the Effectiveness of Provision for Children with SEND at St Joseph's:

Mrs J McDonagh (SENDCo) provides 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)

At St Joseph's Primary School we are taking a whole school approach to Health and Well-Being Education based on the following:

'Health is the extent to which an individual or group is able, on one hand, to realise aspirations and satisfy needs and, on the other hand, to change or cope with the environment. Health is, therefore seen as a resource for everyday life, not an object of living; it is a positive concept emphasising social and personal resources, as well as physical capabilities.'

World Health Organisation (WHO), 2000

We are committed to working for quality and equality of opportunity for all pupils and enable our pupils, staff and community working in partnership with the school to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future. To met these requirements St Joseph's employs:

- ❖ A part time family support worker, Mrs T Eaborn, to help support our pupils and parents.
- ❖ A nurture teacher (Based in our nurture room 'The Willow room') who actively supports our Health and Well-being curriculum and provides support and encouragement for our children.

Report by: Mrs Joanne McDonagh
Review Date September 2018

Contact Information:

Head Teacher: Mrs Louise Bury SENCO : Mrs Joanne McDonagh
St Joseph's Catholic Primary School. Telephone:01905 452772
Email: office@st-josephs-pri.worcs.sch.uk

SENCO : Mrs Joanne McDonagh
St Joseph's Catholic Primary School. Telephone: 01905 452772 Email:jcm38@st-josephs-pri.worcs.sch.uk

SEND Governor: Mrs Claire Mulroy St Joseph's Catholic Primary School.
Telephone:01905 452772
Email: office@st-josephs-pri.worcs.sch.uk