



St. Joseph's Catholic Primary School



Special Educational Need and Disabilities Information Report

Provision: Mainstream Primary ages 4-11

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Head teacher: Mr Thomas Hall

SENCo: Miss Katy Friend Email: k.friend@stjosephs-redhill.surrey.sch.uk

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This document will have due regard to legislation, including but not limited to:

Children and Families Act 2014
Health and Social care Act 2014
Equality Act 2010

Mental Capacity Act 2005 Children's Act 1989

This policy will take into account statutory and non-statutory related guidance, including, but not limited to: SEN Code of Practice 0-25 (2014)

Supporting Children with Medical Conditions
Keeping Children Safe in Education

Working together to Safeguard Children.

For the purposes of this report the terms "Disability" and "Special Educational Needs" are as defined in the Acts.

The Surrey Local Offer:

<https://www.surreylocaloffer.org.uk/>

The Surrey Local Offer site contains a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedure for requesting an assessment for an Educational Health and Care Plan (EHCP).

You will also find:

- where to go for advice and guidance on SEN and Disability matters:
- health and care services

	<u>St Joseph's Catholic Primary</u>	St. Joseph's is a Mainstream Catholic Primary School which educates children within the mainstream whilst meeting their Special Educational Needs and disabilities as outlined below;
	Questions	School Response
1	How does St. Joseph's Catholic Primary School know if children need extra help and what should I do if I think my child may have special educational needs or a disability?	<p>St. Joseph's Catholic Primary School is an inclusive community and welcomes children with a wide range of abilities and needs. We make reasonable adjustments under the 2010 Equalities Act to ensure that all can access our school.</p> <p>The teachers and support staff at St. Joseph's are highly skilled practitioners who are able to highlight any concerns about a child's development, progress or welfare quickly. The progress of all pupils is monitored regularly and closely by class teachers using observations and teacher assessments, so that if a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support quickly.</p> <p>Assessment is the process by which pupils with SEN can be identified. All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.</p> <p><i>'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.'</i> (COP 2014)</p> <p>A Record of Concern (ROC) may be completed for a child about whom the teacher has on-going concerns; this form captures the child's strengths and difficulties across the four broad areas of need outlined in the Code of Practice and enables us to reflect on what further adjustments may need to be made. The ROC will also detail the class-based strategies that are being used/any additional support that a child may be receiving. Parents are informed of this step so that home and school are able to support the child in a collaborative way. The ROC does not automatically place a child on the SEND (Special Education Needs and Disability) Register, but is instead a first</p>

		<p>step in responding proactively to their needs. Following up to two terms of monitoring, should concerns remain, then a decision may be taken to move on to an individual support plan (ISP). Parents and carers will be informed about these concerns before this decision is made. We consider the whole child when assessing their progress; this might include concerns about their development beyond academic subjects.</p> <p>Each child on the SEND Register has an individual support plan (ISP) where targeted provision is accessed through an plan, action and review cycle to support their education and welfare needs. For this the school follows Special educational needs and disability code of practice: 0 to 25 years (January 2015) and Surrey’s Local Offer. We are able to undertake assessments in school to help us identify ways of supporting children and where necessary will seek the advice and support of other agencies. A holistic approach is taken to meeting a child’s needs where professionals work with families to ensure the best outcome for the children.</p> <p>If parents/carers have concerns about the progress, attainment or welfare of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to our SENCo, Miss Katy Friend, or contact her on k.friend@stjosephs-redhill.surrey.sch.uk</p>
2	<p>How will the school staff support my child?</p>	<p>At St Joseph’s we value the individuality of all children, and work to overcome barriers to learning, providing an environment in which all children can reach their full potential. The SENCo has overall responsibility for SEND and Inclusion and any issues relating to SEND are regularly discussed by the senior leadership team. We keep a list of children we identify as having SEN and/or a disability and keep records as an Individual Support Plan (ISP) of all the different ways in which children are additionally supported which is shared with parents. This may include small group or individual lessons and/or the use of particular resources recommended by specialists. These plans are updated at least termly by the class teacher and SENCO and progress is monitored to ensure that children are getting the right support. The main provision will always be quality first teaching from the class teacher. Based on the results of previous assessments, further actions might be:</p> <ul style="list-style-type: none"> • Deployment of staff to work with the pupil • Provision of alternative learning materials/ special equipment

		<ul style="list-style-type: none"> • Group support • Devising interventions and monitoring their effectiveness • Staff development/training to undertake more effective strategies <p>We use a person-centred approach to SEND, so that all SEND approaches focus on the individual child and their needs and how best to meet them. Once a child has been identified as needing additional support, the class teacher works with the SENCo to draw up an Individual Support Plan (ISP) which outlines support, strategies, expected outcomes and provision. The child has individual targets against which their progress is monitored at least termly. These are used to identify next steps and the need for further or different support. This is shared with the parent/carer who are encouraged to discuss it with the class teacher and/ or SENCo.</p> <p>All the intervention programmes we use are:</p> <ul style="list-style-type: none"> • evidence-based and known to support children to make increased progress • monitored for effectiveness and suitability for the child who is receiving it. • evaluated and reviewed to ensure that they are having the expected impact for each child
3	<p>How will the curriculum be matched to my child's needs?</p>	<p>All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all students are able to make progress. If, for example, a student has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary.</p> <p>All teachers, at St. Joseph's Catholic Primary School use detailed information and tracking about each pupil, to plan our curriculum to ensure that all pupils make progress and their needs are met. The teachers are highly skilled in delivering lessons to suit the needs of every child in their class. For example, if a child has speech, language and communication needs teachers will use simplified language and appropriate resources to support and help the child. There are many services in the school that teachers and LSAs access in order to create an inclusive classroom environment.</p> <p>At St. Joseph's Catholic Primary School, we work closely with other agencies, for example Surrey's Specialist Teachers in Inclusive Practice Team, the Mental Health Support Team, Woodland's School Outreach Service and Educational Psychologists who offer advice and support to ensure all children's needs are being met effectively.</p>

		<p>At St. Joseph's we believe that the child and their needs must be at the centre of all decision making and where appropriate, the pupil is involved in discussions about their learning; the extent of this is dependent on age, need and ability. We provide a wide variety of opportunities for children to express and share their views on all aspects of school life, including peer and self-marking and through Pupil voice. It is very important to us that each child has opportunities to be involved in assessing, planning, doing and reviewing their learning and SEND support. Children are able to do this by feeding into their ISP documentation review and for children with EHCPs through attendance at their annual review.</p>
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p><i>'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'</i> (CoP 2.2)</p> <p>We firmly believe in developing a strong partnership with parents/carers as this will enable children and young people with SEN to achieve their potential. We recognise that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.</p> <p>In addition to a termly parents consultation where parents can meet with their class teacher to discuss their child's progress, all children on the SEND register will have the opportunity to attend an ISP review meeting, (reviews held around half terms in October, February and May). This meeting enables discussion around the support that the school are providing, evaluating impact and success and supporting the parents/carers in knowing how they can help their child at home. At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better.</p> <p>Parents of children with an ECHP will be invited to their annual review where their ideas will be shared along with all professionals working with the child and the yearly targets and focus will be jointly written/agreed between all parties. Either the parents/ carers or the school may wish to call annual reviews more frequently. We have very strong links with outside agencies and pride ourselves in taking a multi-agency approach. It is important that the complexities of children with SEND are discussed by a range of educational professionals and plans are draw up together with parents/carers to support them and ensure that the children's needs are being met.</p>


5	<p>What support will there be for my child's overall well-being?</p>	<p>At St. Joseph's Catholic Primary School, we believe positive self-esteem is crucial to a child's wellbeing. We have a highly committed, caring and understanding team of staff. We aim to ensure that all pupils are motivated and encouraged to develop physically, socially, intellectually, and emotionally by providing a broad and balanced Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. We also use the Zones of Regulation so the children are able to confidently talk about their emotions. We have a zero-tolerance approach to bullying and child-on-child abuse in the school. We understand that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Following our policies, we address the causes of bullying as well as dealing with negative behaviours, to ensure all children feel safe and valued at our school. Medical Care Plans are drawn up and advice is sought when needed. Medication given at the school is closely monitored and logged to ensure that the school is administering the correct amount. A number of staff are First Aid trained and trained in Paediatric First Aid, so that First Aid is always available</p>
6	<p>What specialist services and expertise are available at or accessed by St. Joseph's Catholic Primary School?</p>	<p>Our SENCo is an experienced fully qualified teacher, who is completing the NPQSENCO and is a member of the Senior Leadership Team (SLT). She is further supported by an experienced team of teachers and LSAs who work together to ensure that all children receive the support they need to achieve their full potential and enjoy learning, including children with SEN needs in the areas of:</p> <ul style="list-style-type: none"> - Communication and interaction (CoIN) - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. - Cognition and learning (LAN) - for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy. - Social, emotional and mental health difficulties (SEMH) - for example, where children and young people have difficulty in managing their relationships with other people or if they behave in ways that may hinder their and other children's

		<p>learning, or that have an impact on their health and wellbeing. Staff have received training in Emotion Coaching and the use of Social Stories to support our pupils.</p> <ul style="list-style-type: none"> - Sensory and/or physical needs - for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. <p>The Xavier Multi Academy Trust also provide additional staff who can come into school and support your child, these include;</p> <ul style="list-style-type: none"> • Educational Psychologist • SEND Lead Advisor • Safeguarding Lead Advisor <p>External advisors may also come into School to work alongside the SEND team from Surrey LEA these currently include;</p> <ul style="list-style-type: none"> • STIPs Teachers from Surrey LEA • Hearing Impaired Advisory Teacher • Visually Impaired Advisory Teacher • REMA support teachers • Educational Psychologist <p>School also sources external support from;</p> <ul style="list-style-type: none"> • ASD Outreach Service • Referrals to Mindworks and CAMHS (Child and Adolescent Mental Health Service) • Mental Health Support Team • School Nursing Team
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>At St. Joseph's Catholic Primary School we understand the importance of having well trained staff with expertise in SEND. We regard all teachers as teachers of SEND and see quality first teaching as the key to high quality provision for children with SEND. Using this approach, we are able to support the learning of all children within inclusive classroom settings. We provide a range of different interventions to support pupils to make at least expected progress.</p>

		<p>These include both research based and specially developed intervention to meet individual needs and include:</p> <ul style="list-style-type: none"> ✓ Precision teaching ✓ Speech and language therapy ✓ Colourful semantics ✓ Literacy for all ✓ Read Write Inc. (including Fresh Start) ✓ Write From the Start <p>The SENDCo, Teaching Staff and LSA's regularly receive training both in the school and through the Xavier CET. Our training is constantly being updated and adapted according to the needs in the school. Recent training includes: Read Write Inc. Phonics Training and Master Readers.</p>
8	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>We are a fully inclusive school, where all children are included in all parts of curriculum, including activities outside the classroom. Our aim is to include all children on educational visits. We have a range of provisions to support and promote this, including:</p> <ul style="list-style-type: none"> ✓ extra support in order that we meet statutory required adult to child ratios on our trips when needed; ✓ one-to-one support, where necessary; ✓ funding can be accessed for families who might not afford the cost; ✓ working closely with parents to ensure we have all details about the child prior to an outing. <p>A risk assessment is carried out prior to any off site activity to ensure nobody's health and safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.</p> <p>Children with SEN and/or disability are welcome in all aspects of school life: joining clubs like netball or football, attending school trips including residentials and after school clubs are encouraged.</p>

9	How Accessible is the school environment?	<p>St. Joseph's Catholic Primary School is compliant with the 2010 Equality Act and students with SEND are always part of the conversation around meeting their needs. Our facilities include:</p> <ul style="list-style-type: none"> • Wheelchair accessible classrooms; • 3 toilets with disability access; • Parking bays for disabled users; • Wide doors and wide corridors for wheelchair access; • All classes are low sensory to reduce sensory overload. • Portable ramps to enable wheelchair access to the lower hall. • Contrast on stairs to assist children/adults with visual impairment. <p>Our Accessibility Plan is published on the school website.</p> <p>All correspondence is conducted in English, however every effort is made to use staff or technology to translate when necessary for letters or meetings.</p> <p>Students with SEND may be offered computer aided technology to support them in lessons or activities if it promotes their learning and progress.</p>
10	How will St. Joseph's prepare and support my child to join the school, transfer to a college or the next stage of education and life?	<p>We are a fully inclusive school which admits pupils with SEN and disabilities. Admission criteria for children with disabilities will follow the admissions policy agreed by the school's governing body. We encourage all new families to visit our school prior to starting and our SENDCo is available at Open Evening or during School Tours for any immediate questions. Meetings will be held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum. Appropriate support and training will be provided for staff if necessary.</p> <p>If a child with SEND joins St. Joseph's Catholic Primary School, where appropriate, we:</p> <ul style="list-style-type: none"> • contact/visit the previous setting in order that we understand the full needs of any child; • write a social story with the child, if transition is potentially difficult; • involve multi-agency colleagues to be included in the process; • invite the child to come in for parts of the school day.

		<p>Full and thorough transition meetings are held between our year 6 staff/SENCo and secondary school destinations. During these meetings we share an overview of our learners who have SEN. ‘What works well’ is shared so that transition to the next phase is made as smoothly as possible. We discuss worries and give the children time to prepare for the change, providing information about the new setting and what to expect. Children with additional needs are offered extra transitional days and additional support in transition. When parents/carers have additional concerns regarding transfer, they are encouraged to contact the class teacher or SENCo during Years 5 and 6.</p> <p>If your child has an EHCP, the annual review in Year 5 will be used to support in selecting the most appropriate school for the child, alongside discussions around transfer to secondary school. Wherever possible, the new school will be invited to attend in the following Year 6 annual review to discuss needs and enable a smooth transition.</p>
11	How are the school’s resources allocated and matched to children’s special educational needs or disabilities?	<p>At St. Joseph’s Catholic Primary School, we place great importance and value on meeting a child’s needs to the best of the school’s ability with the funds available. We have an experienced team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children and individual’s needs. Children are offered an LSA support package at a level reflective of their needs based on their progress. A tailored package of support is carefully matched to each student’s needs as they evolve. This can include social support, LSA support in lessons, small group work, one-to-one work and IT support. Resources may be adapted to support visually impaired students and those with Specific Learning Difficulties, for example.</p>
12	How is the decision made about what type and how much support my child will receive?	<p>At St. Joseph’s Catholic Primary School, we believe that all children are entitled to good or better quality first teaching. The SENCo and class teachers work closely together to discuss each child’s needs and what support would be beneficial for them.</p>

			<p>We work with a continuous cycle of assess, plan, do and review, to identify the best support for each child.</p>
13	<p>How are parents involved in the school? How can I be involved?</p>	<p>Parents are invited in regularly to information evenings to discuss curriculum and learning</p> <p>Individual parent meetings to discuss individual progress throughout the year.</p> <p>Parents are always welcome to make an appointment at a mutually convenient time whenever the need should arise.</p> <p>Parents with SEND are fully supported to engage with the school, and make use of the school buildings.</p> <p>At St. Joseph's Catholic Primary School, we encourage parents /carers to get involved in their child's education. Some of the ways that you can get involved are:</p> <ul style="list-style-type: none"> • Hearing your child read and supporting them with their home learning • coming to our open days and many other events for parents and other family members; • attending school celebrations, Masses and performances; • joining the St. Joseph's Association (SJA) and attending events; 	

		<ul style="list-style-type: none"> • attending parents' evenings; • attending Curriculum and Parent/Teacher Meetings. <p>At St. Joseph's Catholic Primary School, we work closely with our governing body. They are responsible for monitoring the effectiveness of the provisions in place for pupils identified with SEND and they receive a report from the SENCo on the progress of pupils with SEND. The named governor, Natalie Carroll, meets with the SENCo and monitors SEND provision within the school. You can contact her via the school office.</p>
14	Who can I contact for further information	<p>Ways to get in touch with the school are:</p> <ul style="list-style-type: none"> ✓ talk to your child's class teacher; ✓ contact the school office to make an appointment with SENCO or another member of the Senior Leadership Team. <p>If needed, we can signpost parents to a wide range of agencies to gain additional support. For example:</p> <ul style="list-style-type: none"> ✓ Surrey Family Support Services; ✓ Surrey Young Carers; ✓ Child and Adolescent Mental Health Service; ✓ Rainbows- Bereavement and loss ✓ Surrey Parent Partnerships; ✓ Citizens Advice Bureau (CAB); ✓ Domestic Abuse Support; ✓ Social Care. <p>Should you need to make a complaint, please refer to the Complaints Policy on the Xavier Educational Trust Website. Xavier Catholic Education Trust Policies</p>