

SEND Information Report

What is the SEND Information Report?

The governing bodies of maintained schools and maintained nursery schools must publish information on their websites about the implementation of the governing body's policy for pupils with SEND (Special Educational Needs and Disabilities).

The information published should be updated annually and any changes to the information during the year must be updated as soon as possible.

Last amended: September 2019

Date for review: September 2020

Please note:

The term 'parent' is taken to include all those with parental responsibility including carers/guardians.

*The **Inclusion Team** is responsible for maintaining this policy. At St Joseph's, the Inclusion team is made up of the **Assistant Headteacher for Inclusion (A De Sampayo)** and the **SENDCo (L Tinker)**.*

The kinds of special educational needs that are provided for

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). We do not have an attached resources provision. Staff have been trained so as to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and / or Physical (vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)).

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). We have staff with training in the following areas:

- ✓ Emotional Literacy Support Assistant (ELSA)
- ✓ ELKLAN trained Speech and Language Support for 5-11's
- ✓ PDA
- ✓ Early Literacy Support Intervention (ELS)
- ✓ Drawing and Talking
- ✓ Precision Teaching
- ✓ Building Block Based Therapy

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of

the SENCO

The school has a SEND policy which can be found on the school website www.stjosephs-redhill.surrey.sch.uk

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The SENCO is Mrs L Tinker. She can be contacted on:

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For some children SEND, can be identified at an early age. However for others, difficulties become evident only as they start to develop. At St Joseph's we believe in responding early and that is why we listen and understand when parents express concerns about their child's development.

Regular assessments of progress are carried out on all pupils throughout the year. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- Significantly slower than the rest of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

It also includes progress in other areas e.g. social skills.

The progress of all pupils is monitored regularly by class teachers and through termly pupil progress meetings with the leadership team. Decisions are then made as to the most appropriate steps to take in order to support learners. These decisions link closely with the schools graduated response to meeting needs (see SEND policy).

Teachers may also complete a Record of Concern (ROC) outlining the area/s where a child may be experiencing difficulty. This is then discussed with Inclusion Team. Parents are invited to discuss the ROC with the class teacher and initial actions are agreed to help support the child. This ensures that the voice of the child and their family is at the centre of the plans put in place to facilitate progress.

Slow progress and low attainment do not necessarily mean that a child has SEN. Therefore the first response will always be high quality teaching targeted at children's areas of weakness. Extra teaching and/or targeted interventions may also be put in place to secure better progress e.g. Early Literacy Support (ELS) in Year 1.

If, after high quality targeted teaching and early intervention, the child's progress continues to be less than expected information will be gathered regarding the child's strengths and difficulties. This will involve the Inclusion Team and Class Teacher

working with the child and observing them in class.

If a special educational need is identified, the child will be placed on an Individual Support Plan (ISP). This plan aims to provide a picture of the child's areas for development and outline specific measures to be put in place to help the child to achieve the specific targets set.

St. Joseph's follows a rigorous termly cycle in order to plan for further provision for children with additional needs. These steps are:

- Assess
- Plan
- Do
- Review

In order to ensure this process is effective, class teachers meet regularly with the Inclusion Team to review progress towards targets and plan the next steps for the child. This includes identifying and amending provision which will support them towards their long term outcomes.

Arrangements for consulting parents of children with SEN and involving them in their child's education

We have an open door policy where parents are invited to meet with the class teacher and/or Inclusion Team if they have any concerns about the progress of their child.

Where outside agencies are involved e.g. Specialist Teachers for Inclusive Practice, parents are invited to both initial consultation and review meetings. Parent contributions and views are extremely important at these meetings. We are proud of our collaborative approach which results in successful outcomes when implementing new strategies in order to meet the individual child's needs.

During the implementation of the Individual Support Plans, parents are invited to meet with the class teacher to contribute to their content.

Parents are invited to discuss their child's progress and development every term when Individual Support Plans are reviewed and new targets are set.

Meetings take place to support the Year 2 to Year 3 transition. For the Year 6 transition, Heads of Year 7 at our feeder schools meet with the Year 6 class teachers to discuss each child in detail. Children on the SEND Code of Practice will be invited to visit their secondary school in order to spend more time in their new setting. Inclusion Team is also able to support parents whose children are in a transition year and has accompanied them on visits in a supportive role.

Arrangements for consulting young people with SEND and involving them in their education

The Inclusion Team liaises with key staff in the school where there are concerns

about pupil progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner.

When a child is identified as requiring an Individual Support Plan due to their SEND needs, the Inclusion Team liaises with key staff and parents to complete this.

Learners are spoken to regarding progress and provision as part of the regular monitoring cycle, and pupils are invited to use their books to illustrate how they are learning and progressing. One page profiles are produced in consultation with learners so that teaching staff have a clear overview of the whole child. We feel that it is important to have the views of the child so that they feel involved in their own learning.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

During our assess, plan, do and review cycle we will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. We support parents and make recommendations on how they can positively engage with their child's learning and all round development.

Through discussion and visuals, children are fully aware of their targets. They are asked termly how they feel they are progressing in order to encourage them to recognise their successes and identify their next steps.

We share progress and feedback with all our children and their families. At such meetings (and through other means), we clearly share what can be done by families at home to support the learning at school. This is also reinforced by generic updates on the curriculum which we share through our website and VLE. We believe in supporting the development of parenting skills and as such work in collaboration with other agencies.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Induction is important to us and we invest time in welcoming our learners in a way that makes them feel part of our setting. We work well with our partner schools.

We work very closely with parents during the induction period, have regular meetings and plan a suitable transition package tailored to the individual needs of the child. Reception class teachers and support staff make home visits at the beginning of the autumn term before the children begin school.

Reception teachers and the Inclusion Team visit and liaise closely with pre-schools

in order to gain a full picture of any children with additional needs, including the support that they have accessed in their current setting.

We work closely with our feeder schools during the Year 6 transition period and additional arrangements are made for children with SEND. We hold meetings with staff from our local secondary schools. During these meetings, we share an overview of our learners who have SEND. Good practice is shared so that transition to the next phase is smooth. Visits to the local secondary school are also organised and we fully encourage all our learners to attend induction days. Where we know there is likely to be high levels of anxiety, support staff will attend to support the child.

The Inclusion Team members are available to arrange and attend meetings alongside parents with potential specialist placements for children with SEND.

The approach to teaching children and young people with SEN

We adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to help include all children not just those with SEND. Please see SEND policy for more detail.

Our quality first teaching includes the strategies, support and provision that is in place across the school and available to every learner. This ensures teaching is fully inclusive and enables all learners to make progress in a supportive environment. We take a holistic school approach to support learners and also provide for children's emotional needs through our Nurture Interventions.

Where a child is receiving additional support through personalised targets or additional intervention, we aim to generalise this learning into the classroom. An example of this is where speech and language targets practised in a small group or 1:1 setting would be encouraged in the classroom setting through liaison with the classroom teacher and other support staff. All class teachers and support staff are fully aware of children's targets and aim to generalise these into everyday learning at every opportunity. This makes learning more meaningful for the child.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

Differentiation is embedded in our curriculum and practice. We have a (tailored) personal curriculum and termly pupil progress meetings which help us monitor this and reflect on the next steps for each learner. All our teachers are clear on the expectations of quality first teaching and provision. This is monitored regularly by the leadership team.

All teachers are provided with information on the needs of individual pupils so that they ensure the child is able to assess the learning and make progress in the classroom e.g. children who find it difficult to record written work will have access to other ways of recording e.g. use of 'talking point' microphones, access to the computer, mind maps etc.

The Inclusion Team meets with class teachers and support staff regularly to discuss personalised approaches. Training is provided to equip staff with a range of

strategies to support learners with a variety of needs e.g. dyslexia, attachment difficulties.

We have an **Accessibility Plan** in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments; where possible. Our policy and practice adheres to and embraces the Equality Act 2010.

Our Accessibility Plan states that a child with SEND can participate fully in the classroom, in the school curriculum and at all times in all parts of the building (timetabling of hall usage will secure this).

We ensure that disabled pupils are supported to achieve through the provision of appropriate support. We ensure all extra-curricular activities are accessible to children with SEND. When necessary, we adapt trips / activities through the completion of detailed risk assessments.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

Some staff members are trained in specialist areas to support special educational needs and our teachers all hold qualified teacher status. We encourage staff to continually update their skills and knowledge. We have a number of established relationships with professionals in health and social care. All external partners we work with are vetted in terms of safeguarding and when buying in additional services, we monitor the impact of any intervention against cost in order to ensure value for money.

We aim to ensure that all staff working with learners who have SEND have a working knowledge of the difficulty to help them in supporting access to the curriculum.

The SENCO is a qualified teacher. The Assistant Head for Inclusion is also a qualified teacher and is due to complete the mandatory National SENCo Award by September 2020.

We build special educational needs and inclusive teaching strategies into our strategic training programme and regularly invest time and money in training our staff to improve first quality teaching.

Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.

This academic year the school has worked with the following professionals and services to further their skill set and expertise:

- CaMHS and TaMHS (Child and Adolescent Mental Health Services)
- Educational Psychology
- Linden Bridge Outreach Autism Support
- Occupational Therapy
- Physical and Sensory Support
- SALT (Speech and Language Therapy Service)

- Specialist Teachers for Inclusive Practise (Learning and Language Support and Behaviour Support Service)
- Woodfield school special needs outreach service

Evaluating the effectiveness of the provision made for children and young people with SEN.

We review the needs of the learners within the school and endeavour to put in place intervention and provision that meets their needs. The Inclusion Team invests in research based tried and tested interventions which are monitored closely and evaluated for their effectiveness.

Our Intervention tracker is used to assess the impact that intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are effective both in terms of outcomes, cost and time. Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional intervention or support is required.

Our finances are monitored regularly and we utilise our resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money, so all interventions are costed and evaluated.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.

We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs.

We arrange extra provision for children who need additional support on school residential trips. During the previous academic year, additional staff accompanied the Year 4 school trip to the Isle of Wight so that learners with SEND could attend and fully access every aspect of the trip.

We promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns regarding safety and access, we complete a risk assessment in order to ensure the child's needs are fully met.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

We have a zero tolerance approach to bullying in the school. We aim to investigate the causes of bullying as well as address and deal with any incidents quickly and effectively.

Social and emotional development is embedded in our 'Emotional Personal and Relationships' (EPR) and 'Come and See' curriculum

Every child has a class teacher and/or a member of support staff who they can talk to in order to share any concerns. Following our safeguarding training update, all the children were encouraged to think about who they could talk to if they have a worry and have each identified five people both inside and outside the school that they might approach regarding this. This formed part of a major display and focus in the school.

All pupils are assisted with their social and emotional development through a variety of in school support systems and our Nurture Offer. Children have opportunities to access resources and strategies to assist with emotional regulation. We place an emphasis on working together and children are often invited in order to develop their social skills e.g. learning to play games and take turns.

The ELSA (Emotional Literacy Support Assistant provides 1:1 sessions for children who need extra support managing their feelings and/or behaviour.

We have caring midday supervisors who support the children during lunchtime. We have also placed additional adult support in the playground for some children to support them with social and play skills.

We use the 'Circle of Friends' approach which builds a support network around particular children experiencing difficulties with friendships.

Our Inclusion Team supports parents to develop and maintain a positive relationship with the school and is able to sign post a range of services that can help families with a variety of needs.

Staff have access to all the school's policies and these are updated regularly. Relevant staff members are trained to support medical needs and in some cases, all staff receive training. Our Behaviour Policy; which included guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

We have a School Council to elicit the views of the learners.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and support their families.

As a school, we are concerned with the overall development of the learner which may necessitate at times working with agencies outside of the school setting.

We hold termly multi agency meeting in which we discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases, parents will be consulted and consent sought so that agencies are able to

work in supporting the overall development of the young person.

During this academic year, we have worked with a wide range of services to support our pupils.

We have a particular duty in ensuring that Looked after Children are given the appropriate support and care to help their progress and engage with the learning environment. Our designated safeguarding leads, Designated Teacher and Inclusion Team meet with social services and liaise closely with the 'Virtual School' to ensure the child's wider needs are met.

A personal education plan (PEP) is written for each looked after child and reviewed regularly.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

If a parent has a concern or complaint, they are encouraged to speak to the class teacher in the first instance. If the matter cannot be resolved at this stage then the Inclusion Team may become involved and a meeting arranged to discuss this further and look for a resolution.

A copy of the school's complaints procedure can be found on the school website. The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through Surrey SEND Information, Advice and Support Service (SSIASS) formerly Surrey Parent Partnership:

www.surreyparentpartnership.org.uk

E-mail: ssiass@surreycc.gov.uk

Helpline: 01737 737300

This service also provides confidential, impartial and independent information, advice and support to young people and parents/carers of children with special educational needs and or a disability (SEND) at all stages of their or their child's school life, from 0-25 years.