

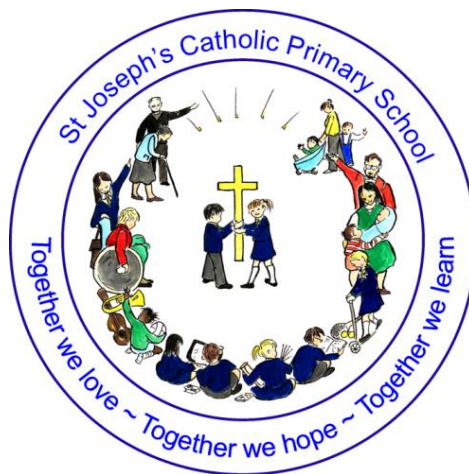


St Joseph's Catholic Primary School

Special Educational Needs

Information Report

2017-2018



Welcome to our SEND information report which is part of the North Somerset Local Offer for learners with Special Educational Needs & Disabilities (SEND).

All governing bodies of maintained school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. This information is updated annually.

Contacts

At St Joseph's Catholic School we value all members of our school community. Our local offer has been produced with pupils, parents and carers, governors, and members of staff. We welcome your comments on our offer, so please do contact us.

The best people to contact are:

- Our Headteacher – Mrs Elaine Jackson
- Our Deputy Headteacher – Mr Greg Bath
- Our SENDCo (Special Educational Needs Coordinator) – Mr Greg Bath
- Our SEND Governor – Mr John Hayden

Our Approach to Teaching Learners with SEN

At St Joseph's Catholic School we ensure that all pupils in our schools are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures for SEND, taking into account the current Code of Practice (2014).
- We have successful communication between teachers, children with SEND, parents of SEND children, intervention group leaders and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- Through a conferencing approach the children are encouraged to take an increasingly active role in their review cycle, in line with their readiness to do so.
- We work to develop our successful cluster work with the Portishead SENDCo Cluster and our LA advisory teachers to develop provision and practice.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development.
- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

Identifying the Special Educational Needs of pupils

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows: "A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of others the same age, or b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be a many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The schools understand that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

What should I do if I think my child may have Special Educational Needs?

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mr Greg Bath (SENDSCO) to discuss your concerns.

Typical concerns from parents could include delays with speech and language, physical needs, concerns arising from academic progress, social issues. Some of these will need additional support from other agencies; if necessary we will signpost you to other services or organisations who may be able to help.

Support for children with Special Educational Needs

If a learner is identified as having SEND, we will provide support that is 'additional to' or 'different from the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching' intended to overcome the barrier to their learning. This support is set out in the individual provision plan for each child.

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do and Review.

- Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.
- Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEND tracking form and will form the basis for agreed review meetings or as part of Parent/Teacher Consultations.
- Do – providing the support – extra assistance for learning or learning aids – as set out in the plan.
- Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – the child, their parent or carer, teacher and SENDCo can contribute to this review. This stage then informs the next cycle, if necessary.

Teachers and Teaching Assistants (TA's) meet regularly to discuss progress of children, as well as termly Pupil Progress Meetings with the Senior Leadership Team (SLT).

This additional support, 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

For a small number of children, their needs may require access to technology e.g. Modified ICT equipment, recording devices etc.

While the majority of learners with SEND will have their needs met in this way, some may require an Education Health Care Plan (EHCP) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Assessing the Impact of Intervention

The interventions used will be those that are proven to make a difference for most learners. A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set.

Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent.

This might involve:

- NHS Services:
 - Speech & Language Therapy services
 - Occupational Therapist
 - Physiotherapist
 - Paediatrician
- North Somerset Vulnerable Learners Service (VLS)
 - an Advisory Support Teacher
 - Educational Psychologist

Where a child has an Education, Health and Care plan (EHC), there will be an annual review held in addition to the planned review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

Opportunities for Enrichment

At the St Joseph's Catholic Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

Preparing for Next Steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the schools will take place in the Summer Term; arrangements for transition to Junior School and Secondary School for pupils with SEND will be planned according to individual need.

Summary

This report details our annual offer to learners with SEND. To be effective it needs the views of all Parents/carers, children, governors and staff. We welcome comments from all members of our community – please contact one of members of staff listed on page one if you have any comments or concerns.