

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

CRAYFORD

SEND REPORT

SPRING 2017

To be reviewed:

**Spring 2019
Teaching and Learning
Mrs Soan**

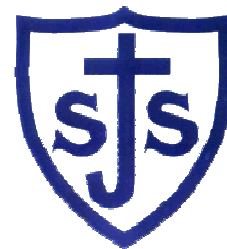
Mission Statement

The teachers and governors of St Joseph's provide a broad, balanced curriculum to enable each child to achieve the highest standards of education in a Catholic ethos.

THE AIMS OF ST JOSEPH'S CATHOLIC PRIMARY SCHOOL ARE:

- to nurture the uniqueness of each individual as a member of God's family
- to ensure that the Catholic faith is at the heart of the whole school experience
- to create a well ordered supportive environment in an atmosphere conducive to learning where every child feels confident and safe.
- to create an atmosphere of reconciliation, where pupils can accept the consequences of their own actions, and be encouraged to make more responsible future choices
- to deliver a relevant curriculum with equal access for all pupils
- to encourage and support each child to achieve the highest standards of which they are capable
- to encourage each child to become a concerned compassionate member of society determined to promote justice and peace
- to promote good working relationships based on mutual cooperation and trust
- to provide a welcoming place for parents
- to work in harmony with the parish and the local community.

St Joseph's SEND Information Report



Introduction

The aim of the school is to ensure that all pupils regardless of their specific needs make the best possible progress in our setting.

The Local Offer

The Children and Families Bill was enacted in September 2014. From this date schools and Local Authorities are required to publish and keep under review services that are available for children with Special Educational Needs and / or Disabilities. This is known as the Local Offer. Parents have access to this resource and it helps them understand the services that are available to them. Bexley's local offer can be found at www.bexleylocaloffer.uk. The school's 'Local Offer' can be found on the school website.

The Special Educational Needs and Disability Information Report

Schools offer information for parents, in a single place, which helps them to understand what services they and their family can expect from a range of local agencies - including their statutory entitlements. This is referred to as the SEND Information Report. The report is written in a question and answer format.

What is meant by the term Special Educational Needs and Disability?

The Code of Practice [2014] states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational 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 has:

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her of making use of educational facilities of a kind generally provided of others of the same age in mainstream schools.

What type of Special Educational Needs might the children have at St Joseph's?

Specific needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social mental and health issues
- Sensory and / or Physical

How is St Joseph's accessible to your child with SEND?

St Joseph's is a mainstream setting where all children are welcome whatever their abilities and needs. We believe that all children should have access to a broad, balanced and supported curriculum, which meets their individual needs. We have a graduated approach to SEND ensuring early identification of needs and a continuum of support for children in order for them to make progress.

- The building is accessible to children with physical disabilities.
- There is a disabled toilet.
- We ensure that all equipment used is accessible to all children regardless of their needs. There may be times when additional equipment has been purchased to include children with specific needs.
- There is a before and after school club which is accessible to all children including SEND.
- Extra- curricular activities are available for children with SEND
- There is also a lunchtime club for children who need a quieter environment.
- Individual workstations for those children with ASD if required

The Accessibility Plan is available on the Policies tab of the school website. The Equality Statement is available on the Statutory tab of the school website.

How will school let me know if they have concerns about my child's progress?

If a child is identified as not making progress, parents/ carers or teachers are concerned or there is a change in a child's progress or behaviour then the school will set up a meeting to discuss this with the parents/carers and plan further support. This may mean involving external agencies. There are parent/teacher face to face meetings at the end of the autumn and spring term and a written report at the end of the summer term. The SENDCo is available at open evenings.

How can I let the school know if I am concerned about my child's progress?

If you have concerns then you should speak to the class teacher. You can escalate concerns by making an appointment to speak to the SENDco or the head teacher.

Who are the best people to talk to at St Josephs about my child's difficulties with learning and SEND?

The SENDCo has responsibility for co-ordinating all of the support for children with Special Educational Needs or Disabilities. **Mrs Yvonne Nicholls** is the SENDCo at St Joseph's and works on Tuesdays and Wednesdays. She can be contacted on the **school number: 01322 524162**

Mrs Sinclair the Head teacher is also available to discuss any concerns.

The school SEND governor is **Mrs Michelle Soan** and she can be contacted via the School Office.

Role of SENDCo

- Co- coordinating the support for children with special educational needs and disabilities [SEND]
- Providing specialist support for teachers and support staff in the school, so they can help children with SEND achieve the best progress possible.
- Liaising with outside agencies that may assess and support your child. For example the Educational Psychologist or the Speech and Language Therapists.
- Developing and reviewing the SEND policy.
- Writing the Individual Educational Plans in conjunction with the teacher.
- Ensuring that the parent and child are involved in learning and parents are kept informed regarding support and review of the IEP's.
- Updating the SEND record of need ensuring that records are kept.

Role of the Class Teacher

- Ensuring that children have access to good / outstanding teaching and the curriculum is supported to meet your child's needs.
- Monitoring the progress of children and then identifying individual needs so as to plan and deliver any additional help your child may need.
- Writing targets, together with the SENDco for Individual Educational Plans.
- Ensuring that all staff working with SEND are aware of their needs and any conditions and are supported in delivering programmes to ensure the best possible progress.

Role of the Head teacher

- The head teacher is responsible for the day to day management of the school including the support for SEND. She is responsible for overseeing that your child's needs are being met.
- The head teacher must ensure that the governing body are kept up to date with any issues in school relating to SEND.

Role of the Governor

- That SEND children receive the necessary support they require to meet their needs.

How are children with Special Educational Needs identified and assessed?

At St Joseph's children are identified as having SEND in many ways. These include the following:

- Liaison with the previous educational setting. Children that transfer may already have SEND and their records are passed on. This may also be followed up with a telephone conversation with the SENDCo or a setting visit.
- Tracking information and progress. Children are tracked across the areas of the curriculum and those children seen to be performing below age expected levels will be identified at Pupil Progress meetings.
- School based assessments carried out by the class teacher may show a weakness.
- Concerns raised by school staff.
- Concerns raised by parents
- Concerns raised by pupil. There are times when a child shares their concerns and this is followed up.
- Where concerns are raised the SENDCo will usually carry out a class observation and further assessments to ascertain further information.

- The SENDCo may also have to liaise with external agencies for further assessments.
- Some children will have a medical diagnosis which requires support or intervention.

What are the different types of support?

- Class teacher input - Excellent classroom teaching means that the teacher has the high expectations for all pupils. This is Quality First Teaching.
- Different ways of teaching to take into account different learning styles
- Specific strategies suggested by SENDco
- Group work in class, being part of a focus group in class.
- Pre-teaching
- Specific group work in the form of interventions and access to outside agencies. This may take the form of social skills group, a writing support, phonics or an appropriate intervention for particular children to meet their needs.
- Specialist groups run by outside agencies ASD Outreach team, Speech and Language therapists, Behaviour Support
- The Early Intervention Team [EIT] provide support. The Educational Psychologist is attached to this team and she is able to assess individual children, offering support and advice as to how school best support the child. Parental permission will need to be given if external agencies are involved.
- CHEWS support for children with emotional or mental health barriers to learning.
- Specified Individual Support. Children that have a statement of Special Educational Needs or an Educational Health Care Plan may have a particularly high level of support.

What emotional and social development support do we have for a child with SEND?

- We recognise that pupils with SEND may have emotional and social development needs that may require support.
- We have a robust Safeguarding Policy in place; we follow 'Keeping Children Safe in Education and Local Authority guidance.
- We have a lunchtime group for those that need support.
- A Nurture group intervention which supports children across the year groups. Opportunities for "Draw and Talk sessions".
- Family and Individual support from CAMHS.
- Support, Assessment and Advice from CHEWS Team.
- The culture of the school is open and supportive, children are encouraged to share concerns with staff and/or head teacher.

What training do the staff supporting children with SEND receive?

- The SENDco attends local authority briefings to keep up to date with any legislative changes in SEND. She also has extensive experience in SEND.
- Staff in school receive training to meet the needs of all children attending the school at any point. This may include ASD awareness, ADHD Training, speech and language, Downs Syndrome support.
- SEND workshops delivered by the Early Intervention Team.
- TA's working with individual children will receive training relevant to the needs of specific children, and meeting regularly with the SENDCo.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and / or disabilities or identified through the performance management process.
- A governor with particular responsibility for SEND

How is extra support allocated to children and how do they progress in their learning?

The school budget received from the Local Authority includes money for supporting children with SEND.

- The head teacher decides on the deployment of resources for SEND in consultation with the governors and staff.
- Children that have a statement or an Education Health Care Plan may have additional funding which provides individual support.
- Children that have been identified as needing extra support will receive this in the various forms as listed.
- Children have Individual Education Plans and SMART targets are set. Children are given support to help them achieve these targets. Meetings are held with parents and the IEP targets are reviewed.
- Children are tracked and this is a good indicator as to how children are progressing.
- Intervention timetable and timelines show what support children have been given each term.

What specialist services could be available for my child?

School

- SENDCo who is a specialist teacher

Local Authority Support Services

- Early Intervention Team
- CHeWS Team
- Educational Psychologist
- Behaviour Support
- Hearing Impairment Team
- Visual Impairment Team
- Communication and Autism Team
- Family Wellbeing
- Social Services

Health Services

- School Nurse/GP
- Children and Adolescent Mental Health Service
- Speech and Language therapists
- Occupational Therapy
- Physiotherapy
- Paediatrics

How will teaching be adapted for my child with SEND?

- Class teachers plan support and differentiate lessons to take into account the needs of children in their class.
- Class teachers may incorporate planning for support staff to deliver.
- Different teaching styles and strategies will be used to take into account different learning styles
- Planning for interventions.
- Interventions delivered either 1:1 or small groups according to need.
- Recommendations and advice from assessments completed by outside agencies included in IEP's.

How will we measure the progress of your child in school?

- Continual monitoring by the class teacher
- The Senior Leadership Team and class teacher hold Pupil Progress Meetings to review progress
- Year 2 and Year 6 have formal assessments
- IEP targets are set and measured and shared with parents
- Lesson observations by the senior staff ensure that the needs of the children are being met
- Book scrutiny of children's work to ensure they are meeting learning objectives.
- Children with Statements and EHCP have annual reviews where progress is discussed together with support and provision.

What support does the school offer to a parent whose child is SEND?

- There is a home school contact book which is a way of communicating.
- The class teacher is available to discuss any concerns you may have.
- Outside agencies that assess SEND children will discuss their findings with you.
- The SENDCo is available to meet with you to discuss progress or concerns.
- IEP review meetings are held to discuss progress.
- Parents evening offer feedback and strategies to support your child.
- School provides information for support groups like SNAP and Bexley Voice.
- Parents will be informed of any parental training courses, from local providers that may be of benefit to them.

How will we support your child when moving to another school or class?

Transitions can be a difficult time for SEND children therefore we take steps to ensure that the transition is as smooth as possible.

If your child is starting school:

- Your child will have an initial home visit and attend a familiarisation afternoon to meet the teacher and familiarise themselves with the school setting.

If your child is moving to another school:

- If your child is moving to another school we will contact the SENDco to advise on any special arrangements or support that needs to be given.
- We will make sure that all records are passed on to the new school as soon as possible.

When moving classes within school:

- Information will be passed onto the new class teacher and a meeting will be arranged between teachers. IEP's will also be passed over together with any relevant SEND records.
- Your child will then take part in transition visits to their new class teacher in order to familiarise themselves with their new environment and in order to meet their new teacher and teaching assistants.
- Parents/Carers are encouraged to "Meet the Teacher"
- In some cases an individual pupil transfer book will be made to help your child have a better understanding about moving on.

Primary to Secondary:

- When your child is in year 6 and is about to transfer to secondary school the SENDCo will meet with the new Secondary SENDCo to pass over any records and information.
- Your child will visit the new school and staff from the secondary school will visit the primary school.
- Your child will also have opportunity to learn about transfer while in year 6- study skills programme.
- Secondary staff will also be invited to any Annual Reviews for children with Education and Health Care Plans.

Complaints Procedure

If a parent has a concern regarding their child's education then the first instance is to make an appointment to discuss the matter with your child's class teacher. If you feel that the concern has not been addressed through informal discussion with the class teacher and you wish to have the matter formally investigated by an appropriate person from school, please write to the head teacher. It will be formally investigated by the head teacher or a senior member of staff nominated by the head teacher. The results of the investigation will then be reported back to you.

Where a matter has not been successfully resolved the matter should be taken up with the Chair of Governors. The governor will review the way in which the complaint has been handled by the school and ensure that the issues have been dealt with properly and fairly.

If the complainant is not satisfied after the Chairman has completed the investigation then a complaint can be escalated to a panel of governors. The decision of this panel is final.

The complaints procedure can be summarised as follows:

- Informal – Class teacher or a senior member of staff
- Formal – Head teacher
- Formal – Chair of Governors
- Formal – Governor Hearing.

The governors monitor the complaints procedure, in order to ensure that all complaints are handled properly. All formal complaints are logged by the Head teacher. Any additional information can be found in the complaints policy.

Bexley's Independent Advice and Support Service

If you feel you would like independent advice, please contact BexleyIASS@bexley.gov.uk
Tel: 0203 045 5976.

Parents will be able to receive advice and support on their individual case and/or discuss the KIDS London SEN Dispute Resolution and Mediation Services. Please be advised that should parents seek advice from IASS this will in no way affect their right to appeal to the SEN Tribunal.

Report compiled by

SENDCo: Yvonne Nicholls

Signed:

Chair of Governors

Date: 28th June 2017