

**St Joseph's Primary School, Hednesford.**  
**SEND Information Report**

SENCO: Mrs. Claire Davies

Governor for SEND: Mr Barry Andrews

*"To Inspire, To Learn, To Love with God."*

We aim to provide the highest standards of education in a welcoming and positive learning environment.

We focus on the growth and development of each person, encouraging each child to play an active part in their own learning and so make every effort to achieve their individual potential.

We want our school to be a place where everyone learns to respect work, play and co-operate with others in a Christian, caring way, whilst fostering close links with our church, parish and the wider community.

**What are Special Educational Needs?**

Our SEND provision is matched to the child's identified need. Children's SEND are generally described as one of the following:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, we will consider all the information about the child's learning and development from within and beyond the setting. Within school, we will review the child's progress in communication and language, physical development and personal, social and emotional development. Any professional advice sought (from beyond the setting), will inform decisions about whether or not a child has SEND. All the information will be brought together in discussion with parents/carers.

Our objectives are to:

- Identify as early as possible those children with special needs
- Regularly inform parents of their child's progress
- Liaise regularly with external agencies
- Create individual education plans where appropriate
- Plan and differentiate appropriate work for the children with special needs

## Roles and Responsibilities of Staff and Governors

### Roles & Responsibilities of the Class Teacher

The class teacher is responsible for adapting and refining the curriculum to respond to the needs of all pupils. He/she monitors each child's progress and identifies, plans and delivers additional support.

### Roles & Responsibilities of the Special Needs Co-ordinator (SENCO).

The member of staff with responsibility for Special Educational and Disability Needs (SEND) is Mrs Claire Davies. She is responsible for supporting the school in assessing and developing the provision provided for pupils with Special Educational Needs throughout the school.

### Roles & Responsibilities of the Head Teacher

The Head Teacher Mrs Karen Bennett, is responsible for the day to day management of all aspects of the school, including the provision made for pupils with special Educational Needs.

### Roles & Responsibilities of the SEND Governor

The Governor with responsibility for Special Educational Needs is Mr Barry Andrews. She is responsible for supporting the school in assessing and developing the provision provided for pupils with Special Educational Needs throughout the school.

### 1. What should I do if I think my child may have Special Educational Needs? How will I raise concerns if I need to?

The class teacher is the initial point of contact for responding to parental concerns. If you have further concerns, contact Mrs Davies, the SENCO or Mrs Bennett, the Head Teacher.

## 2. What kinds of Special Education Needs are provided for at St Joseph's School?

We provide for all categories of the New Code of Practice:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

## 3. How does St Joseph's School know if children need extra help?

Some of the ways we know when pupils need help are if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress/attainment
- liaison with previous school/nursery settings and external agencies

## 4. How will I know how St Joseph's School supports my child?

Pupil's education programme will be planned by the class teacher. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs relating to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills, then the pupil may be taught in a small focus group with a Higher Level Teaching Assistant (HLTA). The length of time of the intervention will vary according to need. The interventions will be regularly reviewed (with staff) to ascertain the effectiveness of the provision and to inform future planning. Where appropriate, a baseline assessment is completed with each child to measure improvement, these are monitored by SENCo and Head Teacher through meetings and observations.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head Teacher and members of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion will highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need more expert support from outside agencies.

**External provision available:**

- Autism OutReach Team
- Behaviour Support Team
- CAMHs
- Educational Psychology Service
- Occupational Therapy Team
- Parent Partnership service
- SENSS
- School Nurse
- Speech and Language Therapy (SALT)

Contact details for these agencies are available through school. Please organise a meeting with the SENCo or Head Teacher to discuss your concerns.

A referral will be made after appropriate discussion and with your consent to seek further advice and support.

Once the school has identified the needs of SEND pupils, the SENCO and Head teacher decide what resources/training and support is needed.

**5. How will you and I know how my child is doing?**

You will be able to discuss your child's progress at Parents' Evenings. Your child's class teacher is available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO.

For pupils who need individual plans, the school uses an 'Assess, Plan, Do Review' approach. When the child's plan is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. Where appropriate, external agencies are used to help assess pupil progress and support next steps.

**6. How will you help me to support my child's learning?**

You are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

Parents evenings and reports at the end of the year inform you of how well your child is doing, what national and school expectation is and what their targets/next steps are.

If outside agencies have been involved, suggestions and strategies are normally provided that can be used at home.

### 7. How will the curriculum be matched to my child's needs?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements to ensure that all children experience success and challenge in their learning. Grouping arrangements are flexible with opportunities for both ability and mixed ability groups to maximise learning opportunities for all.

Teaching Assistants (TAs) may be allocated to work with the pupil individually or in a small focus group to support more specific needs. If a child has been identified as having a Special Educational Need, targets will be set according to their area of need. These targets will be shared with parents.

### 8.1 How is the decision made about how much support my child will receive?

These decisions are made in consultation with class teacher, Head Teacher and SENCO. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies if they are involved.

The level of support is linked to the complexity and severity of a pupil's needs. There is an expectation that pupils should develop independent learning skills as far as possible and not become reliant on adult support.

### 8.2 How will my child be able to contribute their views?

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo (Mrs Davies) for further advice and support. This may involve working alongside outside agencies such as the School Nurse, Health and Social Services, and/or the Behaviour Support Team.

We value and celebrate each child being able to express their views on all aspects of school life. The School Council has representatives from each year group and Mrs Donnelly leads regular meetings with these groups, enabling pupils to contribute their views. There is also an annual pupil questionnaire where we actively seek the viewpoints of children.

Class Circle Times allow pupils to share their views and help solve any issues that may arise. There are also worry boxes in every class which are regularly checked by the class teacher and acted upon.

If your child has a Statement or Education, Health and Care Plan (EHC) their views will be sought before any review meetings.

All staff follow and are informed of any changes to school policies, which include: Admission Policy, Equal Opportunities, Public Sector Equality Duty Policy, Anti-Bullying Policy, Privacy Notice, Policy for Positive Behaviour and Discipline and SEN Policy. All are available for parents to read on the school website.

### 9. What specialist services and expertise can accessed by the school?

At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The agencies used by the school include:

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Welfare Officers
- Social Services
- Speech and Language therapy
- Physical Development Service
- Occupational Therapy
- Community Paediatricians

- School Nurse

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

In order to help understand the pupil's educational needs better, the Educational Psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

#### 10. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- discussions with the Headteacher and SENCO

#### 11.1 How will the school prepare and support my child when joining St Joseph's School?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions with the previous school/nursery prior to the pupil joining.
- All pupils attending a session in their new class where they spend some time with their class teacher and meet other pupils.
- A meeting with Mrs Bennett and classroom staff

#### 11.2 How will you support my child when they are moving to a new class or changing school?

If your child is moving to another school, we will make sure that all records about your child are passed on as soon as possible.

When moving classes within school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All children visit their new teacher for one whole morning.

Towards the end of Year 6, transition days and opportunities to visit their high school will take place. The SENCO will liaise with the high school with regard to SEND needs of pupils as necessary.

### 12. How will you support my child's medical needs?

Arrangements are in place to support pupils with medical conditions.

See Medical Conditions Policy <http://www.st-josephs-hednesford.staffs.sch.uk/home/parents/policies> Children can access and enjoy the same opportunities at St Joseph's as any other child. The focus is on the needs of each individual child and how their medical condition impacts on their school life. Staff are properly trained to provide the support that pupils need.

### 13.1 How are the school's resources allocated and matched to children's special educational needs?

The budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

### 13.2 What training have the staff supporting SEND had or what training are they having?

Staff receive yearly updates for Epipen, Asthma and allergy training, delivered by the school nurse. The school will also seek other medical advice for other conditions as the need arises.

There is an ongoing programme of training in place (as the need arises) to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEND.

- First Aid - Update, all staff (September 2019).
- First Aid - Full Training - booked for October 2019.
- PREVENT - All staff (January 2019).

- Safeguarding Level 1 - All staff (October 2018).
- Speech and Language Training (December 2016).
- Autism Level 1 (January 2016).
- Turnabout - All TAs (plus SENCo and Head Teacher).
- WELCOM - All Early Years Team.
- PGCE with Approved Practitioner Status with BDA (Level 7) - HLTA.

#### 14. How accessible is the school environment?

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. We provide wheelchair ramps at designated positions. For further information please call the school and we will be more than happy to help with your requirements (where possible).

See our Accessibility Policy <http://www.st-josephs-hednesford.staffs.sch.uk/home/parents/policies>

#### 15. How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and all reasonable adjustments put in place to enable all children to benefit from activities.

#### 16. What support will there be for my child's overall well-being?

At St Joseph's School we offer a Christian setting that aims to place Christ at the centre of all that we strive to do. All children will feel a sense of worth knowing that they are valued and loved by God. We are an inclusive school; we welcome and celebrate diversity.

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. The Class Teacher and Teaching Assistant are readily available for pupils who wish to discuss issues and concerns. Children are also welcome to talk to Mrs Davies (SENCO) or Mrs Bennett if they wish.

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Staff receive Epipen, Asthma and allergy training, which is delivered by the school nurse. The school will also seek other medical advice for other conditions as the need arises.

Where necessary, and in agreement with parents/carers, medicines are administered in school in line with the school policy.

#### 17. Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the Headteacher and SENCo.

We hope to resolve any issues or complaints you may have within school. In the first instance, you should contact the Head Teacher for a meeting. However, if you feel your issues or complaints have not been dealt with effectively, a letter can be sent to the Chair of the Governing Body for consideration at the next full governing body meeting. Any complaint that is still not resolved can be sent to the Local Education Authority.

For further information, in relation to the area, look at the Staffordshire Local Offer website...

<http://www.helpyourself.staffordshirecares.info/localoffer>

March 2019

Review date: January 2021