

"Love one another"



St Joseph's Catholic Infant School



St. Joseph's Catholic Infant School &  
St. Joseph's Catholic Junior School

Parent Information: School SEND offer

Updated: 17<sup>th</sup> July 2014

**Saint Joseph's Catholic Infant & Junior School Hard Federation**  
**Mission Statement**

'We follow Christ's footsteps with love'

**Saint Joseph's Catholic Infant School**  
**Mission Statement**

*Our Mission statement states that:*

*The whole staff supports the view that our mission is to guide children who are at the beginning of their faith journey by teaching and example.*

*We aim to:*

- *Commit ourselves to provide a balanced curriculum to develop children fully.*
- *Value the individuality of each child, parents, governors, member of staff.*
- *To make prayer and worship real experiences for the whole school community.*
- *To form a school family where children and their parents always feel a welcome and an acceptance.*
- *To establish good relationships between children and the adults taking care of them and encourage good relationships between children and their peers.*

**Saint Joseph's Catholic Junior School**  
**Mission Statement**

*Our Mission statement states that:*

*At St Joseph's Catholic Junior School, by sharing the gospel and teaching the Catholic tradition, we encourage:*

- *Respect for one another, modelled by all members of the School Community.*
- *Equal opportunities for everyone regardless of gender, cultural diversity or special needs.*
- *Empathy, compassion and understanding for everyone in the school community creating a happy and secure environment.*

"Love one another"



St Joseph's Catholic Infant School

'Christ Is Our Model'



St Joseph's Catholic Junior School

We at Saint Joseph's Catholic Infant & Junior Schools are a fully inclusive schools which ensures that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

All Brent maintained schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities (SEND) and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen. The local authority has described their local offer for children with SEND in Brent schools at [www.brent.gov.uk](http://www.brent.gov.uk).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities (SEND), in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs we have specific needs based plans and pupil profiles which help support their development and accelerate progress.

Children at St. Joseph's Catholic Infant School make good progress and achieve in line with other schools nationally with SEND. Other useful documents such as our SEND/ inclusion policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at St. Joseph's Catholic Infant School then please do not hesitate to contact us directly.

[To visit the Brent Local Offer website, please click here](#)

## St. Joseph's Catholic Infant & Junior School SEND School Offer.

### 1. *How can I let the school know I am concerned about my child's progress in school?*

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the teacher in charge of SEND (SENDCO). For our school this is Mr. Nicklin. You can call him on the below number to make an appointment to see him, or e-mail him using the details below:

#### **St. Joseph's Catholic Infant School**

**Telephone:** 020 8903 6032

**E-mail:** [senco@sjinf.brent.sch.uk](mailto:senco@sjinf.brent.sch.uk)

#### **St. Joseph's Catholic Junior School**

**Telephone:** 020 8902 3438

**E-mail:** [senco@sjjr.brent.sch.uk](mailto:senco@sjjr.brent.sch.uk)

- If you are still not happy you can speak to Mrs. Whelan the Infant Associate head teacher, Mrs. Gibney the Executive head teacher or the school SEND Governor.

### 2. *How will the school let me know if they have any concerns about my child's learning in school?*

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- Discuss with you any referrals to outside professionals to support your child's learning.
- Each time we review your child's Individual Education Plan (IEP), we will also have a review meeting discussing the progress on the past objectives and identifying the new objectives in the new IEP.

### 3. *How is extra support allocated to children and how do they move between the different levels?*

- The school budget, received from Brent LA, includes money for supporting children with SEND.
- The head teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school.
- The head teacher and the **SENCO** discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

### 4. *Who are the other people providing services to children with SEND in this school?*

#### Directly funded by the school:

- Highly trained Teaching Assistants
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- EAL (English as an Additional Language) Teaching Assistants
- Cathchild

#### Paid for centrally by the Local Authority but delivered in school:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (Physical/medical disabilities)
- Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy for those children with a statement of SEN or an EHC Plan (provided by Health but paid for by the Local Authority).

#### Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy at School Support level (primary only)

**5. *How are the teachers in school helped to work with children with SEND and what training do they have?***

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from BOAT. There are also online training materials such as the Inclusion Development Programme.

**6. *How will the teaching be adapted for my child with SEND?***

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt or modify the teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

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

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and submitted to the assessment co-ordinator. From this data the SENDCO, Associate head teacher and class teacher meet about the data and discuss the progression made by the children.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests/Tasks (SATs).
- Children at School Support will have an individual support plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education invited to attend.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in through regular tracking.

**8. *What support do we have for you as a parent of child with SEND?***

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

- Individual support plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents are informed and actively encouraged to support shared goals at home.
- Access to Parent Partnership and to other parent support groups.

### *9. What support is there for my child's overall wellbeing?*

- We are an inclusive school; we welcome and celebrate diversity. The staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social welfare 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 SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.

### *10. How does the school manage the administration of medicines?*

- The school has a policy regarding the administration and managing of medicines on the school site. It is published on our website.
- Parents need to contact the welfare assistant if medication is recommended by Health professionals to be taken during the school day.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff will be able to manage medical situations.

### *11. How is St. Joseph's Catholic Infant School accessible to children with SEND?*

- All children will have an assessment on entry to the school.
- The building is fully accessible to children with physical disability via ramps. The whole school is built on ground level and the building is fully accessible to those with physical disabilities.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- The acoustics in the teaching areas have been improved to meet BB93 standards
- The lighting in the teaching areas have been improved to meet BB90 standards

## 12. How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
  
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.
  - If your child would be helped by a book to support them in understanding moving on then it will be made for them.
  
- In Year 2:
  - The hard federation of St. Joseph's Catholic Infant and Junior School have one SENDCO who works across the federation. This means when the children move to the Junior School it ensures the transition is as simple as possible.
  - The SENDCO will meet the Year 3 teachers and inform them of the individual needs of the children along with the LSA team.
  - If there are any children who have an EHCP, they will have their own transition meeting with the current teacher, new teacher, current LSA and new LSA in the junior school, if not the same person. (This may form part of their annual review).
  - The children who we think may have additional worries and concerns we will set up a transition plan for the second part of the summer term. This plan will ensure the children go up in a group once a week to have a tour see the classroom and complete jobs around the school.
  
- In Year 6:
  - The SENDCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
  - We write social stories with children if transition is potentially going to be difficult.
  - When children are preparing to leave us for a new school, we arrange additional visits. Our 'feeder' school runs a programme specifically tailored to aid transition for the more vulnerable pupils.
  - We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
  - If your child has an EHC Plan an annual review will be planned as a transition

meeting during which we will invite staff from both schools to attend.

### *13. How will my child be able to contribute their views?*

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have individual support plans discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- There are also worry boxes in every class which are regularly checked by the class teacher and acted upon.
- If your child has an EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress them.

### *14. What support is there for behaviour, avoiding exclusion and increasing attendance?*

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form (Junior School - only). This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the admin department. Lateness and absence are recorded and reported upon to the head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not 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.

*16. How are the school's resources allocated and matched to children's SEND needs?*

- We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available.
- We have a team of LSA's who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support often involving an LSA.

*17. What specialist services and expertise are available at or accessed by the school?*

- Our SENDCO has completed the NASENCO course and is fully accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: educational psychologists, specialist services for HI/VI/ASD, the Behaviour Support Team; Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Social Services including locality teams, and social workers.

*18. What training has the staff supporting children with SEND had or is currently having?*

- Class teachers receive support from the educational psychologist
- Another member of staff has had training in delivering speech & language programmes from speech & language therapists.
- All of our LSAs have had training in delivering reading and spelling / phonics programmes.

*19. What if I need to complain?*

Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or LA's complaints procedure
- The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider)
- Complaints to OFSTED (about whole SEND provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint)
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure)
- Complaint to the Secretary of State (against schools or LAs)