

# St Joseph's Catholic Primary Moorthorpe, a Voluntary Academy



Barnsley Road, Moorthorpe, Pontefract, WF9 2BP

Tel: 01977 651755

[www.st-josephs-moorthorpe.co.uk](http://www.st-josephs-moorthorpe.co.uk)

Email: [admin@sjm.bkcat.co.uk](mailto:admin@sjm.bkcat.co.uk)

Executive Headteacher: Mrs Lesley Darren

Acting Headteacher: Mr Luke Welsh

## Educational Setting

**School Name:** St. Joseph's Catholic Primary School, Moorthorpe; A Voluntary Academy

**Executive Headteacher:** Lesley Darren

**Acting Headteacher:** Luke Welsh

**SENDCO:** Paula Millard

### **Contact Details:**

St. Joseph's Catholic Primary Moorthorpe; A Voluntary Academy,

Barnsley Road

Moorthorpe

WF9 2BP

Telephone: 01977 651755

**School Office:** [admin@sjm.bkcat.co.uk](mailto:admin@sjm.bkcat.co.uk)

**Headteacher:** [headteacher@sjm.bkcat.co.uk](mailto:headteacher@sjm.bkcat.co.uk)

**SENCo:** [pmillard@sjm.bkcat.co.uk](mailto:pmillard@sjm.bkcat.co.uk)

**Age Range:** 3-11

**Funding:** Bishop Konstant Catholic Academy Trust

## SEN and The Local Offer

The changes in the Children and Families Bill affects the way children with special educational needs and disabilities (SEND) are supported in schools. The new approach began in September 2014 and firmly places children and families at the centre of planning.

The key principles for the new legislation were:

- Children and their parents/carers should be placed at the centre of everything and be involved

in discussions about the support they need and target setting.

- Education and Healthcare Plans (EHCP) replaced Statements for children with complex needs.
- School Action and School Action plus were replaced by a single category for children who need additional help. This is known as **SEN Support**.

### **Our Aims**

At St Joseph's Catholic Primary School, we believe in treating all pupils as individuals and catering for their individual needs. This includes children with special educational needs and disabilities. (SEND). We recognise that pupils have individual educational needs that should be taken into account and we aim to provide effective support for them. All pupils with SEND are valued, respected and equal members of the school. Staff will work to ensure that all pupils maintain high levels of self-esteem in order to achieve their full potential.

### **Types of Additional Needs Catered for at St Joseph's**

- Moderate Learning Difficulties (MLD)
- Autism Spectrum Disorder (ASD)
- Specific Learning Difficulties (SpLD)
- Speech, Language and Communication Needs (SLCN)
- Physical Disability (PD)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Profound and Multiple Learning Difficulties (PMLD)
- Behavioural, Emotional and Social Difficulties (BESD)
- (Glossary of terms below)

### **Admission Arrangements**

St Joseph Catholic Primary School strives to be a fully inclusive school. We have an Admissions Policy which applies to all children, which can be obtained from the school or the school website. No child will be refused admission to school on SEND grounds unless the school is unable to provide a safe learning environment for them. Parents/carers are encouraged to inform the school of any special needs their child may have on admission. They are invited to discuss these in order that the best possible provision can begin as soon as possible.

### **Access**

St Joseph's Catholic Primary School is over two levels, having both stairs and ramps in some areas of the school to enable access to all appropriate areas, and a protocol in place that enables specific year groups to be re-located if necessary. There is a disabled toilet with a safety handrail near the main

entrance. In accordance with the requirements of the Disability Discrimination Act, reasonable adjustment will be made to accommodate pupils with disabilities and this will be reflected in the School's Accessibility Plan. There is a disabled parking space located at the front of the school building next to the main entrance.

### **How do we identify children who may need additional help?**

All children will be given the opportunity to receive good or outstanding teaching, with access to a broad and balanced curriculum. Teaching will be differentiated in class to meet the needs of all children including those with SEND.

**If a teacher identifies a child as not making expected progress they will complete a Record of Concern form to discuss with the SENDCO.**

Parents/carers will be invited into school to discuss their child's need with the class teacher. At this point, the parents, child and teacher will discuss any additional support needed and, if appropriate, a Learner Profile will be completed, which will include individual targets. The Learner Profile will be reviewed at least once a term with the parents and the child.

The children will be monitored and tracked by the class teacher and the child's targets will be constantly reviewed.

### **Who will support my child?**

The class teacher will:

- Ensure that all children have access to high quality teaching and that the curriculum is differentiated to meet your child's individual needs.
- Regularly monitor the progress your child is making to identify and plan any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc...)
- Write a Learner Profile which will set out clear targets for your child. The Learner Profile will be written and reviewed with parents at least once each term.
- Ensure that all members of staff working with your child in school are aware of your child's individual needs.
- Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**If you have any concerns about your child, please speak to your child's class teacher in the first instance. The best time to talk to the teacher is after school or you can make an appointment through the school office.**

**Teaching Assistants may:**

- Give extra support to your child by working with them, under the direction of the teacher.

(This support may be given on a 1-1 basis or in a small group).

- Liaise and feedback to the teacher on a daily basis.
- Run Intervention groups such as Catch Up Literacy, Springboard Maths, Precision teaching, Fit to Learn, Project X etc.

### **Specialist Support within School**

Our **Pastoral Officer** works with, and supports, children with Behavioural, Emotional and Social Difficulties (BESD), Children In Need and Looked After Children.

A variety of Teaching Assistants are trained in Catch Up Literacy, Catch Up Numeracy, Music Interaction, Quick as Qwerty and Fit to Learn.

All staff have received training in ASD.

**The SENDCO** (Special Educational Needs & Disability Coordinator) is to coordinate the support for all the children with SEND. The SENDCO will:

- Ensure parents/carers are involved in supporting your child.
- Ensure parents/carers are involved in Learner Profile meetings and reviews.
- Liaise with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Learning Support, Educational Psychology etc.
- Update the school's SEND/Additional Needs Register.
- Provide support for teachers and support staff in the school so they can help your child to achieve their potential.
- Support your child's class teacher to write Learner Profiles.
- Organise training for staff to enable them to meet the needs of your child.

### **How can children get help in school?**

#### **Wave 1**

In class, your child will be given support which will be carefully matched to the individual's need.

This support might be given by the class teacher, teaching assistants and at this point, some advice from other professionals, who visit school such as the Learning Support Service, School Nurse etc, may be taken.

Your child will receive differentiated teaching and teachers will use different teaching strategies to ensure your child is making progress. The teacher may use specific strategies which have been suggested by the SENDCO or other professionals to help your child to access the curriculum.

## **Wave 2**

If your child needs support in a specific area, such as reading, phonics or basic maths skills or social skills they may be part of an intervention group.

The work will be planned by the class teacher and usually delivered by a teaching assistant. The teacher will plan a number of sessions over a certain time limit, and then review your child's progress.

## **Wave 3**

This is targeted provision for a small number of pupils, where they may need some individual support to accelerate progress.

## **Outside Agency Support**

If a teacher feels that your child is still not making the expected progress, then a referral could be made to an outside agency to seek advice to enable the school to support your child.

Before any referral is made, parents/carers would be invited into school for a meeting to discuss your child's progress and next steps. Parental/carer permission will be sought before school can make a referral.

## **Below are some of the ways children are supported in St Joseph's:**

- Targeted differentiation within the class.
- Small group work with teachers and support staff in class.
- Intervention and catch up groups:
  - e.g. Catch Up Literacy
  - Precision Teaching
  - Project X
  - Direct Phonics
  - Fit to Learn
  - Springboard Maths
  - Extra individual reading support
  - Socially Speaking
- ICT programmes to support specific learning needs (e.g. Word Shark).
- Nurture Sessions
- Learner Profiles
- Supporting Me to Learn Plans
- My Support Plans
- Educational Health Care Plans

- 1:1 working.
- Individual access arrangements to SATs
- Educational Psychologist support and advice
- Learning Support Advice (including behaviour)
- Communication and interaction support and advice
- Speech and Language support and advice
- Visual and Hearing support and advice
- School Nurse
- Support from Physical Disabilities teams e.g. Occupational Therapist, Physiotherapy
- CAMHS (Child and Adolescent Mental Health Services)
- CFIT (Children & Families Inclusion Team)
- Risk Assessments/Care Plans

### **Education and HealthCare Plan**

An Education and Healthcare Plan (EHC) is for children who have complex needs and replaced Statements. An EHC may be issued after the Local Authority has carried out a statutory assessment, which would assess a child's education, health and care needs.

### **How do we plan for your child?**

Learner Profiles will be written for your child and reviewed regularly so they can be adjusted to match changing needs.

Each class teacher will complete a Provision Map which sets out the support to be given, how often, who is responsible and the impact.

Pupil Progress Meetings will be held every half term with class teachers, the SENDCO and Senior Leadership Team. This may follow with a parent/carer meeting, as appropriate.

Evaluations of the impact of Intervention and Support Programmes will take place on a regular basis.

Rigorous quality assurance of teaching and learning for individuals, groups, classes and whole school carried out by the Senior Leadership Team.

### **Extended School Facilities**

Booster Classes for Year 6 Children are available from the Autumn term.

## Specialist Support/Outside Agencies

### **Support and Advice is available to school from:**

Special Educational Needs Support Services (SENSS):

Visual Impairment Team

Hearing Impairment Team

Communication, Interaction and Access Team (CIAT)

Social Emotional Mental Health Team (SEMH)

Learning Support Service (LSS)

Educational Psychology Service (EPS)

Catholic Care Psychology Service (CCPS)

Occupational Therapists (OT)

Child and Adolescent Mental Health Service (CAMHS)

Children & Families Inclusion Team (CFIT)

Pediatricians and specialists

Wakefield Pre-5 Service

School Nurse

School's Community Team

Exclusion Team & Educational Welfare Officer

SEN Assessment and Review Team (SENART)

## Talking to us

At St Joseph's, we know that working in partnership with parents/carers is crucial in helping our children to progress and we value and welcome your input.

If you are concerned about any aspect of your child's progress, the first person we advise you to speak to is your child's class teacher. The best time to speak to the teacher is after school or do make an appointment through the office.

If you would like to speak to the SENDCO, please make an appointment through the office or come to one of our 'Drop In' sessions which run the first Thursday of every month. Our SENDCO will be available from 3:30pm – 4:30pm, in the School Library, to discuss any concerns/questions you may have. You don't need an appointment.

### **The Wakefield Local Offer**

If you click on the link below it will take you to the Wakefield Local Offer where you will find information about the services the Authority provide.

<http://wakefield.mylocaloffer.org/Home>

### **Frequently Asked Questions**

#### **What should I do if I am concerned about my child's progress?**

Talk to us. Firstly, talk to your child's class teacher. If you require further information please contact our SENDCO.

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

Your child's class teacher will contact you and invite you to come into school if they have any concerns about the progress your child is making.

#### **How will the school inform me of the progress my child is making?**

During the year, you will be invited to our Parent Teacher meetings each term. You will also be invited to meetings to review your child's Learner Profile.

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

Each class teacher will differentiate the curriculum to meet your child's needs. This means that your child will be able to access the lesson and learn at their level. If your child is part of an intervention group or needs individual support the class teacher will talk to you about this.