

St. Joseph's Catholic Primary School 2018-19
Local Offer for children

Outlined below is information on how St. Joseph's approach meeting the needs of pupils with Special Educational Needs. The school is 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 a Special Educational Need(s) and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL

School based information	People	Summary of responsibilities
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	<p>Individual Needs Assistant (INA)</p> <p>Headteacher</p> <p>SEND Governor</p>	<ul style="list-style-type: none"> • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Supporting your child’s class teacher to write Individual Education Plans • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p>An INA may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child’s education we would prefer that questions regarding your child’s learning and progress are directed in the first instance to the staff members named above.</p> <p>Of course, as a school we welcome daily dialogue between parents and INAs on how a child’s day has been and we do actively encourage this continued feedback.</p> <p>Ms Morrison is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the Inclusion Manager and class teachers but is still responsible for ensuring that your child’s needs are met. • She will make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>Alison Childs is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
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B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school

	Types of support provided -also showing the stage of the Code of	What would this mean for your child?	Who can get this kind of support?
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	Practice children will be at when		
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- Staff who will visit the school from the Local Authority central services such as the ASC Outreach Team or Sensory Needs Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

	receiving this input.		
What are the different types of support available for children with SEN and /or disabilities in this school?	Class teacher input via classroom teaching.	<input type="checkbox"/> The teacher will have the highest possible expectations for your child and all pupils in their class. <input type="checkbox"/> All teaching is based on building on what your child already knows, can do and can understand. <input type="checkbox"/> Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. <input type="checkbox"/> Putting in place specific strategies (which may be suggested by the Inclusion Manager or staff from outside agencies) to enable your child to access the learning task.	All children in school receive this.
	Specific small group work. This group may be <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or (most often) a Teaching Assistant who has had training to run these groups. These are often called Intervention groups by schools.	<input type="checkbox"/> Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. He/ She will plan group sessions for your child with targets <input type="checkbox"/> to help your child to make more progress. A Learning Support Assistant/teacher (or outside professional (like a Speech and Language Therapist)) will run these 1:1 or small group sessions using the teacher’s plans, or a recommended programme.	Any child who has specific gaps in their understanding of a subject/area of learning.

	<p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational Therapy groups</p> <p>AND/OR Individual support for your child of 20 hours and below in school</p> <p>This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Local Authority central services such as the ASD Outreach Team or 	<ul style="list-style-type: none"> <input type="checkbox"/> If your child has been identified as needing more specialist input instead of or in addition to classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. <input type="checkbox"/> Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. <input type="checkbox"/> If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. <input type="checkbox"/> The specialist professional will work with your child to understand their needs and make recommendations, which 	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>
	<p>Sensory Service (for students with a hearing or visual need)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better <input type="checkbox"/> Support to set targets which will include their specific professional expertise <input type="checkbox"/> Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit <input type="checkbox"/> A group or individual work with outside professional <input type="checkbox"/> The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	

	<p>Specified Individual Support for your child.</p> <p><i>This is usually provided via an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/Inclusion Manager as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or 	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Brighton and Hove City council web site: www.brighton-hove.gov.uk • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support already in place. • After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more than the support in school to make good progress. If this is the case they will write an EHC Plan, (Education and Health Care Plan) If this is not the case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 20 hours of support in school
	<p>CAMHS</p>	<ul style="list-style-type: none"> • The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	

<p>How will we support your child with identified special needs when starting school?</p>	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and speak to staff. • If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. • We may suggest adaptations to the settling in period to help your child to settle more easily. • We endeavour to visit each child at home prior to them starting in the Reception class in September.
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • 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 the concerns are being managed and that your child is still not making progress you should speak to the Inclusion Manager or Headteacher. • If you are still not happy you can speak to the school SEN Governor.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Inclusion Manager. • Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. • If your child is still not making expected progress the school will discuss with you: <ul style="list-style-type: none"> ○ any concerns you may have ○ any further interventions or referrals to outside professionals to support your child's learning ○ how school and home can work together, to support your child..
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Brighton and Hove LA, includes money for supporting children with SEN. • The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. • The Headteacher and the Inclusion Manager discuss all the information they have about SEN in the school, including: <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support
	<ul style="list-style-type: none"> ○ the children who have been identified as not making as much progress as would be expected. They then decide what resources/training and support is needed. □ All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEN in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> • Additional Speech and Language Therapy input to provide a higher level of service to the school • One Learning Mentors who can provide support for children with SEN • Additional Teaching Assistant support for the afternoons where appropriate, for example intervention groups. • EMAS pupil support, Ethnic Minority Achievement Service.
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Autism Outreach Service • BHISS • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by NSH but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions □ AMAZE (to support families through the SEN processes and procedures).
	C. Provided and paid for by the Health Service (NHS Trust) but delivered in school	<ul style="list-style-type: none"> • School Nurse • Seaside View • Children and Adolescents Mental Health Team (CAMHS)

How are the adults in school helped to work with children with a SEND and what training do they have?	<ul style="list-style-type: none"> • The Inclusion Manger’s job is to support the class teacher in planning for children with SEN. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with a SEND. • 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 the ASD Outreach service and Sensory service or medical /health training to support staff in implementing care plans. <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has</p>
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taken place by the staff members in the school, please speak to the Headteacher or Inclusion Manager.

<p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers modified/adapted 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 and increase your child’s access to what is on offer.
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> • Your child’s progress is continually monitored by his/her class teacher. • If your child has a learning difficulty or disability that calls for special educational provision , namely provision different from or additional to that available to pupils of the same age, he/she will be placed on the SEN register. This is evaluated termly and the progress of the children measured. We also hold a record called a PAN (Pupils with Additional Needs.) This helps us identify and measure the progress of those children who receive support from outside agencies or who are working just below age related expectation. • His/her progress is reviewed formally every term and measured against the new national curriculum criteria,(Emerging, MET -, MET, MET+ and Exceeded in Reading, Writing, Maths, RE and Science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. • If your child is in Year 1 and above, but is working below the Emerging level within English and Maths, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called ‘P levels’. • If your child is in Year 1 then they will take the statutory spelling assessment called the Phonics Test. If they fail to pass this then they will be retested in Year 2. • 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 (SATS). This is something the government requires all schools to do and are the results that are published nationally. • The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education. • The Inclusion Manager will also check that your child is making good progress within any individual work and in any group that they take part in. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> ○ Home/school book ○ Letters/certificates sent home ○ Additional meetings as required ○ Reports

<p>What support do we have for you as a parent of child with an SEN/and or disabilities?</p>	<ul style="list-style-type: none">□ We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.□ The Inclusion Manager 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. The Inclusion Manager will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.□ 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.
<p>How have we made this school physically accessible to children with SEND?</p>	<ul style="list-style-type: none">□ We ensure that equipment used is accessible to all children regardless of their needs.□ A Personal Emergency Evacuation Plan (PEEP) is completed for some vulnerable pupils if required and these are displayed in the staff room.□ Coloured paper can be provided for pupils with dyslexic difficulties and smartboards can be set with a different coloured background.□ Additional resources are made available for English and Maths to children with SEND.

<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> □ If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the new school’s SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible.
	<ul style="list-style-type: none"> □ When moving classes in school: <ul style="list-style-type: none"> ○ 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. ○ If your child would be helped by a book to support them understand moving on then it will be made for them if suitable. □ In Year 6 <ul style="list-style-type: none"> ○ The Inclusion Manager will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate. ○ Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a ‘Personal Passport’ which includes information about themselves for their new school. ○ Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.

GLOSSAR 7 OF TERMS

IEP	Individual Education Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EMAS	Ethnic Minority Achievement Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder