

Special Educational Needs and Disabilities (SEND) Information Report

Arrangements for supporting Children and Young People with Special Educational Needs and Disabilities (0 – 25 Special Educational Needs and Disabilities Code of Practice)

What is 'Special Educational Needs'?

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they:

- 'have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'.

(Code of Practice 2014)

How do I go about finding out if my child has SEND?

This school believes that high quality teaching that is appropriately differentiated for individual pupils is the first step in responding to possible special educational needs. Progress is also reviewed every term using a variety of assessments and this data is analysed with a member of the senior leadership team (SLT) to review individual pupil progress and shape teaching that plans for their next small steps. Early identification of needs is key. The insight of parents, children and young people themselves are also a necessary part of the assessment and planning process.

What happens if my child is not making the same progress as other children?

If the school has concerns that a child is finding certain aspects of learning difficult, then we will bring together all the information needed to get a more detailed picture of the child's needs. The school uses Oxfordshire County Council's 'Identifying and Supporting Special Educational Needs' handbook (2014) as a way of identifying if there is a SEND and what levels of support should be expected. It is intended to help all schools have the same approach, wherever they are in Oxfordshire, and covers the four broad areas of SEN:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

For pupils that need SEN provision, the school operates a graduated response to their needs. This acknowledges that some children will benefit from specific support from school or external agencies and as such will be identified as requiring SEN support. They will be placed on the school's SEN register which is monitored centrally by the local authority.

What support is available for a child that requires SEN?

This will vary depending on the child's needs but can include:

- Use of individual, pair and small group activities to teach specific skills
- Access to suitable individual or small group intervention programmes
- Models, images and multisensory resources to promote understanding
- Any adaptations needed to the physical environment to help with access to learning.

What specific resources does this school offer?

A range of provision is available to support pupils make progress in their learning:

Cognition and learning

Literacy:

- Dyslexia matters/Totem reading series (group)
- Precision teaching (individual word reading)
- 1:1 or Paired reading
- ARCH reading (1:1)
- Direct Phonics

Maths:

- Catch Up Numeracy

Social ,emotional and mental health

- SEAL (language, social and emotional development, group)
- Social skills group
- Planning for transition times
- Individual visual timetable

Communication and interaction:

- Individual support for targets from Speech and Language Therapist
- individual social stories

Sensory and/or physical

-Disabled toilet and changing facility

-Alternatives to traditional written formats considered, ie typing up work

What specialist expertise does the school have access to?

There are members of staff within the school who have completed specific training in SEN as well the ability to call on external experts:

Internally:

- Trained teachers and teaching assistants that can deliver specific interventions

Externally:

- Educational Physiologist (This is a traded service and the school can buy into it, if required).

- Special Educational Needs Support Service (SENS): Physical Disability Team/Visual Impairment Team/Hearing Impairment Team/ Communication and Interaction Service

-The Integrated Therapies Team (Physiotherapy, Occupational Therapy, Speech and Language Therapy)

-School health nurse

- PCAMHS consultation line

Both school and parents/carers can access a wider array of services by searching through the local authority's Local Offer (via Oxfordshire County Council website).

How is a pupil with SEND monitored to ensure they are making progress?

All pupils on the SEN register will have an Individual Education Plan that clearly states strengths and areas to develop and the relevant strategies and interventions required to work towards achieving personal outcomes. These pupil profiles are reviewed and updated with parents and pupils five times a year and the rates of progress made will inform what the next steps will be in their learning.

The school also monitors the equality of individual and group interventions by scrutinising practice through lesson observations and provision management of support plans.

Who is responsible for SEN in the school?

The day to day management of SEND is the responsibility of the SENCo:

Mrs Deborah Horner

St Joseph's School

Brook Lane

Thame

Oxfordshire

Tel: 01844 214278

The School governor with a responsibility for SEND is Ms Rebecca White. The SEND Governor regularly meets with the SENCO and feeds back information to the rest of the school's governing body. It is our aim that the SEN governor and SENCo take part in SEN learning walks throughout the year to consider and develop the provision for SEND pupils across the school.

The school's SEND policy is available on this website. It is currently being updated in line with the most current SEN reforms, and this new version will be available here in due course.

If I have a concern regarding SEN, who do I go to?

In the first instance it is always best to discuss any concerns you have about your child with their class teacher. If those issues are not resolved then please get in touch with the school SENCo.

What is an 'Education, Health and Care Plan'?

Statements of Special Educational Needs are being replaced with a single 'Education, Health and Care Plan' (EHC) for children and young people with the most complex needs from September 2014. The creation and delivery of these plans will be led by the local authority with schools developing and reviewing these plans with parents.

Children with existing Statements will transfer to the new system within three years and this transfer will normally happen within a 'transition review' such as at the end Year 6, ready for secondary school. Any child with a Statement in Year 6 in September 2014 will need to transfer to an EHC plan in that year.