

St Joseph's Catholic Primary School, Bridgwater

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Love
When you really care about someone or something. You try very hard to take care of them and keep safe.
Love one another as I have loved you
John 14:27

Respect
A positive way of treating or thinking about someone or something, valuing and learning from their views and differences.
Do to others as you would have them do to you.

Resilience
Bouncing back after challenges, when things get tough or go wrong – to never give up. Always trying your best and not being afraid to make mistakes. Standing up for yourself and what you believe in. Being the best person you can be!
Don't be afraid and panic as God is with you. Be strong and courageous. Do not be afraid to try anything, for Jesus will be with you.
Deuteronomy 31:6

We love, we learn, we live together.
We are a community of Catholic schools together aspiring to give children an all-round education rooted in Christian values in a nurturing environment where they flourish, become lifelong learners and fulfil their potential.

Forgiveness
The act of letting go and moving on.
Be kind to each other, tender hearted, forgiving one another, just as God through Christ has forgiven you.
Ephesians 4:32

Curiosity
Asking questions about our wonderful world and having a thirst for finding out more.
'The important thing is to never stop questioning'
Albert Einstein

Stewardship
Looking after the planet and respect everything on it to protect animals, plants and the future of the human race.
The Lord God took man and put him in the Garden of Eden to care for it and work it.
Genesis 2:15

THE DUNSTAN CATHOLIC EDUCATIONAL TRUST

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Types of Special Educational Needs and Disabilities

There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical (including medical) If your child has SEND, then their needs will fit into one or more of these.

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Introduction

At St Joseph's Catholic Primary School, we welcome everybody into our community. The staff, governors, pupils and parents and carers work together to make St Joseph's a happy, welcoming place with God's love at the centre of all we do and where children can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We are committed to making this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

The message in our school mission statement enables all children within our community of Catholic schools to access an all-round education in which their special qualities are recognised and celebrated in all aspects of school life. Our mission statement is; **We are a community of Catholic schools together aspiring to give children an all-round education rooted in Christian values in a nurturing environment where they flourish, become lifelong learners and fulfil their potential.**

Pupils with additional needs follow a curriculum specifically tailored to develop life skills and build their self-confidence. It enables them to work independently and maximise their potential.

Our SEND provision aims to fulfil the expectations of the Somerset Graduated Response Tool – Somerset's published expectations for all settings regarding the provision of SEND. Somerset's Graduated Response Tool sets out the barriers to learning that children may have and the strategies and provision that should be in place to support them.

Our most recent inspection was in October 2019 and gives information of the SEND provision in school. The full report can be downloaded from Ofsted's website, please click the following link for further information.

<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/123846>



At St Joseph's Catholic Primary School, we aim to ensure that:

- Children with learning difficulties are able to access the curriculum.
- Children with SEND are educated alongside their peers so that they reach their full potential.
- We match levels of additional support and provision to individual learning difficulties.
- We identify and assess children with SEN as early as possible.
- We work closely with Parents/Carers of children with SEN.
- We seek support from outside agencies, where appropriate.
- We maintain up-to-date knowledge of current SEN good practice.
- We offer support and training to staff in the school.
- The school building is physically accessible to all pupils and staff

The Graduated Response in Somerset

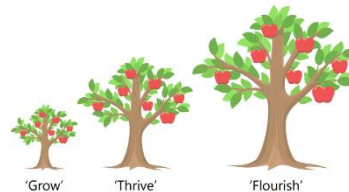
Somerset's Graduated Response Tool sets out the barriers to learning that children and young people may have and the strategies and provision that could be in place to support them.

Somerset's Graduated Response Tool has been created to support all users to understand the Graduated Response to Special Educational Needs in the context of current legislation. The document makes it clear 'what to expect' in terms of what is provided and is written for parent carers, children and young people, school staff and those who provide services to families.

The tool sets out the provision that is ordinarily available in Somerset schools at both the Universal and Special Educational Needs (SEN) Support levels.

Somerset's Graduated Response Tool

Ordinarily Available Provision for Children with Special Educational Needs



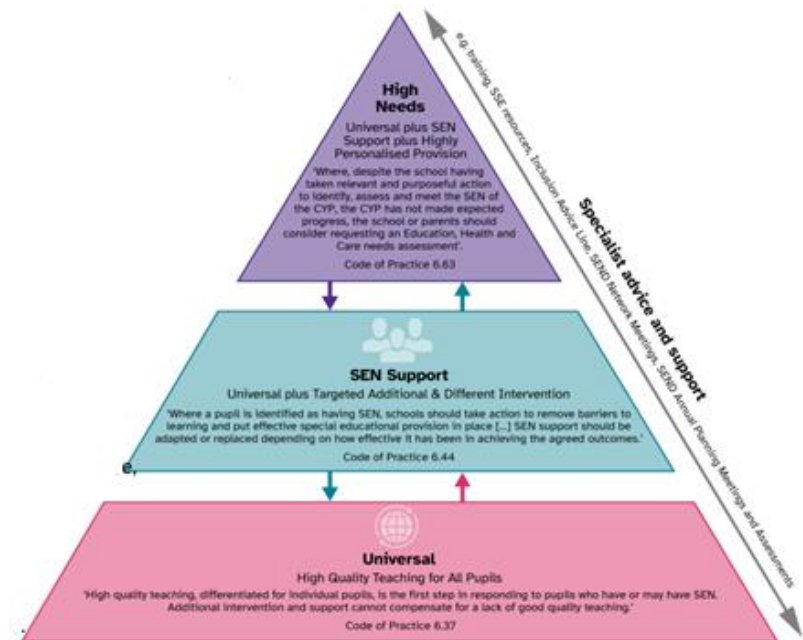
All children and young people (CYP) attending a mainstream school have an entitlement to access a minimum provision. The purpose of the Somerset response tool is to ensure every child and young person in a Somerset school receives the support they are entitled to. Most children and young people in Somerset will have their needs met within Universal support through high quality teaching. Some children and young people will require or need Special Educational Need (SEN) support at SEN Support level in addition to Universal support. The document sets out the ordinarily available provision in Somerset schools at both the Universal and SEN Support levels. To see more visit [What to expect from education \(somerset.gov.uk\)](https://www.somerset.gov.uk/what-to-expect-from-education)

How will the school support my child and their learning?

- **We will liaise** with Nursery/Pre-School/Previous School.
- **Teachers and staff will identify the needs of students with SEN** through **Assess, Plan, Do, Review** cycle.
- **Teachers will provide Quality First Teaching** for all pupils in line with the code of practice that majority of the pupils will have their SEN needs met in class and will have access to a broad and balanced curriculum. Teachers will work hard to remove barriers to learning for pupils with SEN by planning work which is appropriately differentiated. They will use recommended strategies and resources to help pupils with SEN. Teachers and support staff will receive appropriate training and the SENCO will provide extra support or advice.
- **Teachers and staff will continue to monitor the progress of all students** to ensure they are able to reach their full potential. Pupils will be asked for their views about what sort of help they would like, where appropriate.
- **We will work with parents/carers** to gain better understanding of their child. We will support parents in understanding SEN provisions and procedures We will ask parents/carers about their child's needs and the best ways of supporting them. Parents will be invited to meetings with teachers and the SENCO. Parents will be consulted during the writing of an Education Health Care Plan (EHCP), Annual Reviews, SEND Reviews, Early Help Assessments (EHA), Support Plans, and School Entry Plans (SEP).



- **We will seek appropriate support from outside agencies** when the needs of the student cannot be met by the school alone, for example Speech and Language Therapists, Educational Psychologists, Occupational Therapists etc.
- **We will ensure that SEN pupils engage in the activities of the school** alongside their peers.
- **We will create a school environment where pupils contribute to their own learning and develop independence.**
- **We will review a child's progress** at regular intervals, this includes parents' evenings for all children and meetings with the SENCO for children with SEN. The impact and quality of the support will be measured and reviewed within the school.



At St Joseph's, we recognise that children make progress at different rates and not always in a steady linear pattern. When identifying a child as having SEND we would consider the following:

- Liaison with nursery/pre-school/previous school
- Your child is performing significantly below expected levels of their peer group
- You as parent/carer have raised concerns
- Your child's teacher has raised concerns
- Liaison and advice from external agencies, e.g. physical health diagnosis from paediatrician



What is Somerset's Local Offer

Information on the services available for children and young people with Special Educational Needs and/or Disabilities (SEND) aged between 0 to 25 and how to access them are detailed on the Somerset Local Offer website.

The information and services available in Somerset are for all children and young people with SEND. The local authority is responsible for, whether or not they have an Education, Health and Care Plan (EHCP), to help families to make the best decisions.



[Somerset's Local Offer](#)

Somerset's Local Offer Somerset's Local Offer is also an important resource for professionals to support understanding of the range of services and provision for children and young people with SEND across the county.

What provision does the school offer to support my child's needs?

Area	Universal	SEN Support	High Needs
Cognition and Learning	<p>Universal teaching strategies: Somerset graduated response tool Differentiated curriculum planning and tasks. Multi-sensory teaching methods. Clear and simple instructions. Visual aids, pre-teaching. Metacognitive strategies used. Executive functioning strategies used</p>	Somerset graduated response tool ILP's 5-minute box Targeted maths and English interventions Precision teaching Daily reading Alternative forms of recording: iPad, talking tins Spelling detectives Memory intervention	Individualised timetable Sensory diet Provision and curriculum are highly specialised and personalised. 1:1 support Learning support services. Educational Psychologist support
Communication and Interaction	<p>Universal teaching strategies Somerset graduated response tool Classroom routines to promote good listening Curriculum and learning environment structured and adapted Visual supports used to reinforce language Sensory breaks Timers</p>	Somerset graduated response tool ILP's Social skills groups, Now and next/ visual timetable Sensory support Learn to move programme Speech and language support Black sheep resources Buddy groups Circle of Friends ELSA Talk Boost intervention	Individualised timetable Provision and curriculum are highly specialised and personalised. 1:1 support. Speech and Language therapist Occupational therapist support Autism and Communication advisor. Outreach support Children with Disabilities Team
Social and Emotional	<p>Universal teaching strategies Somerset graduated response tool Zones of regulation</p>	Somerset graduated response tool ILP's ELSA Lego therapy	Educational psychologist Enrichment programme Individual behaviour plan

	Inclusive learning environment, calm, free from visual clutter, consistent learning environment with clear expectations, with secure explicit boundaries. Whole school behaviour policy.	PFSA support Social skills group Sensory group Circle of friends FSW Gardening club Pupil passport	specialist support from The Bridge School The Gift work pastoral support plan risk assessments Kinship Team Family Intervention Team Children's Social Care
Physical and Sensory	Universal teaching strategies Somerset graduated response tool Inclusive learning environment, calm, free from visual clutter, consistent learning environment with clear expectations, with secure explicit boundaries. Sound systems Radio aids Braille signs Sensory resources/ movement breaks	Somerset graduated response tool ILP's Learn to move programme Sensory programme followed Integrated therapy services Equipment e.g. ear defenders	PEEP plan PIMST Hearing Support services Vision Support Services Medical plan Use of specialist equipment for recording Sensory programme followed and record kept

How accessible is the school environment?

The school is wheelchair accessible with a disabled toilet and shower facilities large enough to accommodate changing. The school is all on one level with ramps at specific fire exits. Further details can be found in our accessibility policy; <https://www.st-josephs-bridgwater.somerset.sch.uk/keyinformation/policies/>



How will school support my child?

Our SENDCO oversees all support and progress of any child requiring additional help across the school. Support and intervention vary and will be based on your child's individual needs.

All children have targets that are set by class teachers based on their individual learning needs. Some children with SEND may need additional and more specific targets to meet their needs.

Support and intervention at our school includes; Class Teacher input, via excellent targeted classroom teaching (Universal Provision).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different styles of teaching are in place, so that your child is fully involved in learning in class. This may involve an approach such as using more practical learning.
- That specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

- Progress and attainment of all children are closely monitored by the SENDCO and Senior Leadership Team at termly Pupil Progress Meetings.

Education Health Care Plan (EHCP)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, a statutory assessment will be considered. The EHCP incorporates all information about the child from birth. If a statutory assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's (Somerset County Council) Provision Panel.

How will the school's resources be allocated and matched to my child's special educational needs?

We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available. The budget is allocated on a need's basis. The children who have the most complex needs are given the most support.

How will you measure my child's progress?

- As a school we measure children's progress in learning against national age-related expectations.
- The class teacher continually assesses each child and notes areas where further support is needed. We track children's progress, from Reception through to Year 6, in various ways.
- Children who are not making expected progress are identified through the termly Pupil Progress Meetings. For pupils who are struggling, further support can be given to aid their progress.
- The SENCO, SLT and Class Teachers monitor the effectiveness of the provision made for children with SEN through continuous assessment, classroom observations, discussions as a team with SLT members, class teachers, parents and children, and the analysis of class/whole school data.

What opportunities will there be to discuss my child's progress and who will explain my child's needs and progress to me?

We aim that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.

- You will have an opportunity to meet your child's class teacher and/or the SENDCO termly at parents' evenings to discuss your child's needs, support and progress.

- If your child is identified as having a Special Educational Need or Disability you will be invited annually to a review meeting. At this meeting the SENDCO, Class Teacher, Teaching Assistant and any other professionals involved in your child's care will review your child's progress and set new targets.
- Additional meetings will also be set up at regular intervals to discuss individual ADPR's (Access plan Do Review) between class teachers and parents alongside the Somerset's Graduated Response Tool

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

The Class Teacher or the SENDCO can offer advice and practical ways that you can help your child at home.

If necessary, the Class Teacher can provide a home/school communication book which your child will bring home daily so that comments from parents and the teacher can be shared.

Recommendations from external agencies e.g. speech and language therapist, will be shared with you so that strategies can be implemented at home and school. This may be in the form of a therapy care plan.

The school Family Support Worker (FSW) and Parent and Family Support Advisor (PFSA) are also available to give advice and support. We also invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum.



How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips and residential stays. We will provide necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity we will always explore different options to try and include the child.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear behaviour policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.
- Positive behaviour is also encouraged by awarding house points, Headteacher/Value awards and raffle tickets. These are celebrated at Headteacher assemblies.
- If a child has behavioural difficulties an individual behaviour plan is written with the child and parents to identify the specific issues and put relevant support in place.
- Good attendance is rewarded in end of term Headteacher assemblies. There is special recognition for children who have 100% at the end of year.
- After any serious behaviour incidents, we will inform you about what has happened. We would then work with the child to help identify why the incident happened and what needs to be done differently next time to prevent a reoccurrence.

What is the pastoral, medical and social support available in the school to ensure my child's overall wellbeing?

- Every morning, children are met by classroom staff at the door.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this is the first point of contact.
- If further support is required, the class teacher works with the SENCO, pastoral staff including Family Support Worker (FSW) and Parent and Family Support Advisor (PFSA) and sometimes outside agencies, such as Health and Social Services.
- At St Joseph's Catholic Primary School, we have a pastoral team who support children with social and emotional needs. This is a dynamic developmental approach working with children that helps teachers to interpret their behaviour and address their emotional needs. Referrals are made by their class teacher, in discussions with the pastoral team and SENCO. ELSA will be available from January 2024.
- Forest School sessions are also planned carefully to support children by our Forest School Co-ordinator.
- The pastoral team works closely with the SENCO and the Designated Safeguard lead.
- Our Family Support Worker (FSW) and our Parent and Family Support Advisor (PFSA) offers support to children and their families who may be experiencing difficulties. This can be long- or short-term support.

How does the school manage the administration of medicines and personal care?

We have a policy regarding the administration and management of medicines on the school site. Parents need to contact the school office if medication needs to be taken during the school day and forms will need to be completed.

- If a child's health care needs are longer term, a medical or health care plan will need to be put in place. This will be done by health care professionals, parents and the SENCO.
- Staff receive regular training regarding conditions and medication affecting individual children so that all staff can manage a medical situation should the need arise starting with those members of staff trained in First Aid.
- If a child requires personal care, a Personal Care Plan will be in place and staff will have undergone the appropriate training to undertake this level of care.

If your child is joining us from another school:

- The SENCO will undertake a pre-visit where appropriate.
- Transition books of photos to support children can be supplied if necessary.
- If your child has involvement from external professionals, then a school entry planning meeting will be arranged prior to them starting school.
- Your child will be able to visit our school and stay for taster sessions if this is appropriate.

If your child is moving to another school:

- We will contact the SENCO of the new school and ensure that he/she knows about any special arrangements or support your child may need.
- Where possible, a planning meeting will take place with the SENCO from the new school.
- We will ensure that all records about your child are passed onto to the new school.

Year 6 transitions:

- The SENCO will discuss specific needs of your child with the new SENCO of the child's secondary school and hold transition meetings.
- Where possible, your child will visit their new school on several occasions and in some cases staff from their existing school will attend with them.

Year to year transitions:

- To prepare moving to a new class in September there is a transition day in the summer term when the children spend time with their new class teacher, in their new classroom.

How are the School Governors involved, and what are their responsibilities?

- The SENDCO reports to the Governors annually to inform them about the progress of children with SEND; this report does not refer to individual pupils and confidentiality is maintained at all times.
- We have a named “SEN Governor” who keeps the Local Governing Committee informed.
- The SENDCO informs Governors of any recent changes in SEN policies both nationally, locally and also school based.
- The Governors are involved in reviewing this report annually.

Who can I contact for further information or to discuss a concern?

- Your child's class teacher is the first point of contact to share your concerns.
- You could also arrange to meet with the SENCO (Mrs Alison Setter/Diane Canaku) through the school office:

Phone: 01278 422786 **Email:** office@sjbw.thedcet.com

- Visit our website for more information on Special Educational Needs.
- Somerset SENDIAS is an organisation that provides independent advice and support for families:

Phone: 01823 355578 **Email:** info@somersetsend.org.uk

- For more information on the Local Authority Offer please visit the link below:

<http://www.somersetchoices.org.uk/family/information-and-advice/somerset-local-offer/>

- Somerset Parent Carer Forum is an independent group of parents/carers who have joined together to share information, their views and experiences of the children's/young person's services (0-25 years) they already use or would like to use in the future.

Phone: 01278 699397 **Email:** help@somersetparentcarerforum.org



Somerset SENDIAS
Special Educational Needs and Disability Information, Advice and Support

Who should I contact if I am considering whether my child should join the school?

Contact the School Office, to arrange a meeting with the Headteacher and tour of the school. If your child has a special education need or disability, contact the SENDCO who will discuss how the school could meet your child's needs.

Phone: 01278 422786

Email: office@sjbw.thedcet.com



Useful Websites

Hearing impairment: www.ndcs.org.uk www.signature.org.uk

Autism: www.autism.org.uk www.autismsomerset.org.uk

Vision Impairment: www.somersetsight.org.uk www.rnib.org.uk

NHS: www.sompar.nhs.uk/what-we-do/children-and-young-people/parent-carer

Sleep issues: www.cerebra.org.uk

SENDIAS: www.somersetsend.org.uk

What if I have a complaint about the provision made at St Joseph's?

Your feedback is always greatly appreciated

- If you are not satisfied with the provision put in place for your child at School or feel they are not making adequate progress, please speak to your child's class teacher first.
- If you are still not satisfied, please speak to our school SENCO, Mrs Alison Setter. You may also request to meet with the Head Teacher, Mr Richard Simmonds or the SEN Governor, Mrs Pat Payton.



This report was co-produced by the SENCO and parents on 01/11/2023 and shared with governors.

To be reviewed November 2024

Signed: *alsetter*