

St Joseph's Catholic Primary School, Bridgwater

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT



HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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 to access an education in which their unique and special qualities are recognised and celebrated in all aspects of school life. Our mission statement is; We Share God's Love, we learn together, we achieve together and we celebrate our uniqueness.

Our SEND provision aims to fulfil the expectations of the Core Standards – Somerset's published expectations for all settings regarding the provision of SEND.

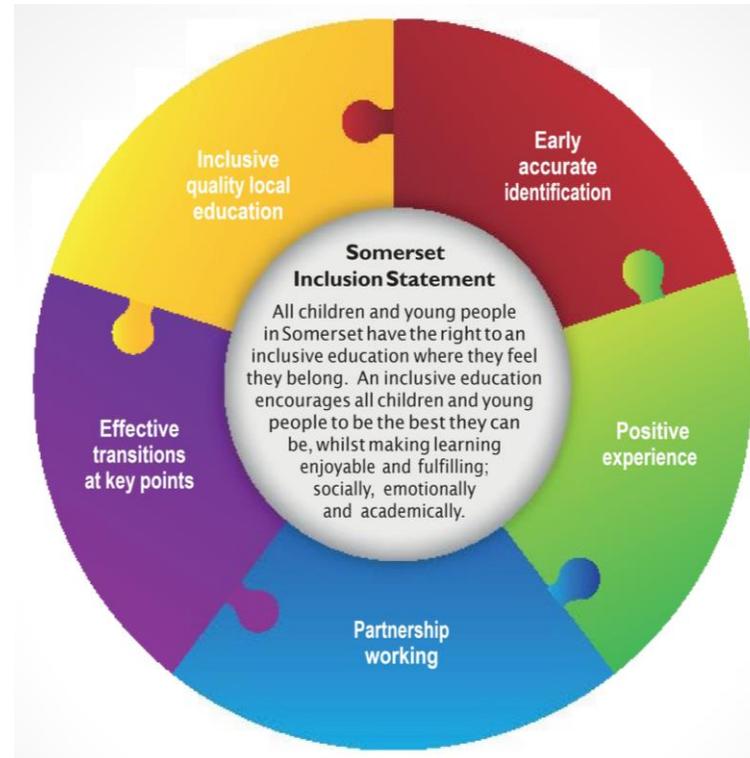
Our most recent inspection was in October 2019 and gives information of the SEND provision in school. The full report can be downloaded from Ofsted's website, please click the following link for further information.

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



Core Standards

Quality First Teaching underpins the Core Standards and all educational provision. With Quality First Teaching children's needs are met in the classroom through highly focussed and well planned personalised teaching with high expectations for all learners. The Core Standards describes the entitlement of children and young people with Special Educational Needs and Disabilities in early years settings, schools and further education in Somerset. The five key aims of the standards are:



You can learn more about Somerset Core Standards at: <https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education>

At St Joseph's, the Core Standards are embedded into our whole school approach for assessing, planning, teaching and supporting children with SEND.

How will the school know if my child needs extra help?

St Joseph's Catholic Primary School is a mainstream school. We aim to ensure that:

- ☺ Children with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- ☺ Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- ☺ We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- ☺ We identify and assess children with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- ☺ Parents/carers and children are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- ☺ We meet the needs of all children with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- ☺ We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education (DfE):

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If your child has SEND, then their needs will fit into one or more of these areas. A school's provision for SEND is defined as support which is additional to or different from that which is available to all children.

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 should I do if I have concerns about my child?

If there are concerns that your child has a SEND we will discuss this with you and investigate – we will share with you anything we discover which may be preventing your child progress and discuss the next steps to be taken.

Plans will be put in place, in the first instance by the Class Teacher, these will then be reviewed and if there is still a concern the SENDCO will become involved and further assessments/observations will be done.

Your child may then be added to the SEND register with their primary need recognised from the 4 types of SEND detailed above.

We understand that your child's needs may change over time and provision will reflect this. Class Teachers, SENDCO and other professionals will follow the sequence of assess, plan, do, review to ensure your child's changing needs are met. This means that your child may be removed from the SEND register if appropriate but, if needed, can be added at a later date.



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 varies 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 (High Quality Teaching). All teaching staff received professional development in how to effectively meet the needs of all learners in the classroom in March 2019. This was led by an Advisory Teacher from the Learning Support Service, Inclusion Somerset.

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.



Specific group work: Intervention which may take place in the classroom or a group room and be implemented by a teacher or a teaching assistant.

Specialist intervention overseen by outside agencies: this means a pupil has been identified by the SENDCO as needing some extra specialist support in school from a professional outside the school.

You will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

What specialist services and expertise are available to support your child?

We work closely with any external agencies that support individual children's needs within our school. These may include: GP, School Nurse, Educational Psychologist, Paediatrician, Speech and Language Therapist, Occupational Therapist, the Learning Support Service, the Autism and Social Communication Advisory Service, the Physical Impairment and Medical Support Service (PIMSS), the Child and Adolescent Mental Health Service (CAMHS). We also work with a range of further services including GetSet Services and Children's Social Care.

If it is decided that your child may benefit from any available support from a specialist service then they will be referred by the SENDCO. Before this referral an Early Help Assessment meeting will take place where the available help will be discussed.



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 needs basis. The children who have the most complex needs are given the most support.

How will the decision be made about what type and how much support my child will receive?

The Class Teacher, SENDCO, Headteacher and professionals involved with the child will discuss your child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

How will the school judge what impact the support has had on my child?

- 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 they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, which include some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly Pupil Progress Meetings. These meetings are attended by the Class Teacher, SENDCO, Curriculum Lead and Headteacher. In these meetings a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.

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.



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.

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

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to all staff.
- We have a trained Emotional Literacy Support Assistant (ELSA) who is available to provide emotional support.
- The Class Teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the Class Teacher liaises with the SENDCO for further advice and support.

- Staff members are available to support pastorally. This support is tailored to meet individual need.
- The staff use an Emotion Coaching approach to manage feelings and behaviour. Training for staff in Emotion Coaching was updated by the SENDCO in May 2019.



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.

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 the appropriate forms need to be completed. On a day to day basis the admin staff generally oversees the administration of medicines.
- 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 SENDCO.
- Staff receive regular training regarding conditions and medication affecting individual children so that all staff can manage a medical situation should the need arise.
- 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.

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 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.

Which interventions take place in school to support your child?

The school offers a variety of interventions outside of the classrooms which support your child's development academically, emotionally and socially. These are in addition to the interventions provided through High Quality Teaching in the classrooms.

- Forest School Rangers (supports self-esteem)
- ELSA (emotional literacy support)
- Delivery of care plans written by the Speech and Language Service
- Coordination group run by Key Stage Coaching
- Talkboost and talking support for early language acquisition
- Staff are trained by medical services to give medical support and personal care

In addition to the above interventions are tailor made to meet a child's individual need. If you require any more detail on the above interventions please contact the school SENDCO.

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 the school prepare and support my child when joining the school, transferring to a new school or moving to a new class?

- We recognise that "moving on" can be difficult for a child with SEND and take steps to ensure that this transition is as smooth as possible.

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting.
- We write social stories with children to help explain and prepare them for any major transition.
- We hold transition meetings for all children with special educational needs or a disability during the summer term of Year 6 in preparation for them leaving us for secondary school.
- We liaise closely with staff when receiving and transferring children from and to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. The SENDCO would liaise with the previous or following SENDCO.
- If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
- Photo books will be made for a child to support them, when moving from class to class or school to school if this is helpful.
- 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 Governing Board 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.

What should I do as a parent if I think my child may have special educational needs?

Talk to us – in the first instance contact your child’s Class Teacher; if you still have concerns you can contact the school SENDCO (Special Educational Needs and Disabilities Coordinator: Mel Moyse). We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. Look at our Special Education Needs and Disability policy, our Accessibility Plan and the county local offer, all available on the school website.

Somerset Parent Carer Forum is an independent group of parent 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.uk



Somerset SENDIAS is an organisation that provides independent advice and support for families.

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

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



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

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: Sch.059@educ.somerset.gov.uk



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

If required, this report is available as a hardcopy and can also be translated. Please ask at the School Office if you require this.

Reviewed by M. Moyle with feedback from staff, parents and governors (July 2019)