

St. Joseph's Catholic Primary School



SEND Report



ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

SEND Information Report

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,
- Sensory and/or physical needs: For example hearing impairments

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those:

- whose progress is significantly slower than that of their peers starting from the same baseline
- whose progress fails to match or better the child's previous rate of progress
- where the attainment gap widens over time

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Consulting and involving pupils and parents

When a child is identified as having SEN, we will discuss this with the pupil and their family.

This is to ensure that:

- the child is at the centre of discussions and decision making with everyone having a shared understanding of their areas of strength and difficulty
- the child's views are taken into account
- the parents' views are taken into account
- everyone understands the agreed outcomes sought for the child
- any additional provision or interventions are described and explained
- everyone is clear about what the next steps are and all involved are clear about what is expected of them. This includes the child themselves.



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This information will be added to the pupil's record and a copy of the pupil's Pupil Profile will be given to their family.

We meet with children and their families at least once a long term to discuss what is going well, any concerns or worries and any changes that need to be made to provision. Where a child has an EHCP we will involve them in the annual review of their EHCP.

We will formally notify parents when it is decided that a pupil will receive additional support for SEN or when they will no longer receive this support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Following the graduated approach to interventions where SEND have been identified, the starting point will be the desired outcomes for the child. The views of the pupil, their parents and the class teacher will inform the assessment of need and the most appropriate support. It may be that adjustments to our core offer are needed, or something which is different to/in addition to this.

Supporting pupils moving between phases and settings

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The strategies in place to support a successful transition include:

- discussions between the previous or receiving schools prior to the pupil joining/leaving.



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- all pupils attend a transition session in which they spend time with their new class teacher in the Summer Term.
- additional visits are arranged for pupils who may need extra time in their new school/class
- secondary school staff visit pupils prior to them joining the new school. We have particularly close links with Lord Williams's School as the majority of our Year 6 cohort transfer here. We also make links with any other schools our children move on to
- additional support is given to individuals in Year 6 through our SENSS team, and extra transition sessions are provided for those with Communication and Interaction needs
- there are visits to local nursery and pre-school settings from our Reception teachers to see new pupils in their existing settings and to give the children the opportunity to meet their new teacher
- the SENCo will liaise with SENCos from the relevant other schools to share information regarding SEND pupils. Where a pupil may have more specific needs, a separate meeting may be arranged with the SENCo, other relevant SENCos, parents/carers and pupil if appropriate.

Our approach to teaching pupils with SEND

Teachers are responsible for the progress and development of all the pupils in their class. High quality teaching is our first step in providing for pupils who have SEND. This will be differentiated to meet the needs of pupils.

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

Cognition and learning Literacy:

- dyslexia-friendly reading books/Totem reading series
- precision teaching (individual word reading)
- 1:1 or paired reading
- ARCH reading (1:1)
- Fresh Start – (boost for phonics in Year 5/6)
- Pre-teaching and over-learning

Maths:

- targeted individual catch up sessions to consolidate learning and close gaps in understanding
- pre-teaching and over learning

Social, emotional and mental health:

- nurture sessions – 1:1 or small group sessions targeted at specific needs
- counselling sessions – 1:1 sessions targeted at specific needs or group sessions with a focus on building resilience
- planning for transition times through extra sessions with SENCo to co-write Learning Passports with children
- individual visual timetable



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- lunch clubs to give alternatives to the playground at the longer playtime

Communication and interaction:

- individual support for targets from SENSS advisory teacher
- individual support for targets from Speech and Language Therapist
- SENSS support teacher sessions- usually individual sessions
- individual social stories

Sensory and/or physical

- disabled toilet
- alternatives to traditional written formats considered, i.e. typing up work – Widget programmes used in school
- individual targets and recommendations from a specialist teacher for Hearing Impairment.
- placement in classroom to optimise access to teaching and learning on the carpet and/or at tables

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, some children working with the teacher or teaching assistant.1:1 work, teaching style, content of the lesson, etc.
- differentiating our teaching and adapting it to meet the needs of the children e.g. breaking learning down into more manageable steps, giving longer processing times, pre-teaching of key concepts and vocabulary, reading instructions aloud, providing visual or pictorial prompts to support understanding, providing adapted versions of texts, use of concrete resources
- effective deployment of support staff to match need
- using recommended aids, such as visual timetables, now and next boards, ear defenders, coloured overlays, larger font etc.
- provision of sensory and movement breaks
- provision of break out spaces and areas with low levels of stimulation
- support for pupils at playtimes
- applying for access arrangements for Key Stage 2 SATs where appropriate
- access for pupils with physical disabilities if required

Additional support for learning

We have ten teaching assistants who have been trained in areas such as Fresh Start, Every Child Writes, Precision Teaching and Lego Therapy



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Out Teaching Assistants support pupils in small groups and are based in individual classes. They may support individual children 1:1 in the classes in which they are based.

We work with the following agencies to provide support for children with SEND:

- Educational Psychology Service
- Oxfordshire School Inclusion Team (OXSiT)
- Special Educational Support Service (SENSS) for Communication and Interaction Needs
- Speech and Language Therapy Service
- Hearing Impairment Team
- CAMHS
- Occupational Therapy service

Medical

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an EHCP which brings together health and social care needs, as well as their special educational provision. Children identified as having medical conditions will have a medical plan in school, to ensure that all necessary arrangements are in place to maintain their health and wellbeing.

Expertise and training of staff

Our SENCo has the NASENCo award and has considerable senior leadership experience and experience as a SENCo. The SENCo works two days per week and also works as SENCo

We value the continued professional development of all our staff including support staff. Key staff have been trained in;

- Precision teaching
- Zones of Regulation
- the writing of 6 point plans
- Fresh Start
- Lego Therapy
- ELSA
- Point 5 Behaviour training



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In the last year all staff have been offered training in:

- Quality First Teaching
- Behaviour training
- The writing of SMART targets to improve progress
- Zones of Regulation
- ASD

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing pupils' progress in summative standardised assessments at the end of each 'long' term (ie at the end of the autumn, spring and summer terms)
- Monitoring progress over time
- Ongoing formative teacher assessment, classroom observations, 'book looks'
- Reviewing the impact of interventions usually after 6 weeks/ a term
- Monitoring by the SENCo, SEND Governor and Senior Leaders
- SENCo surgeries with class teachers
- Using provision maps to measure progress
- Holding meetings with parents three times a year (each long term) to review Pupil Profiles
- Holding annual reviews for pupils with EHCPs
- Using parent questionnaires/pupil interviews

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school performances/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where necessary, individual risk assessments are carried out and procedures are put in place to enable all children to participate. The main building of the school is all on one floor; there is ramp access to the Year 5 and 6 classrooms. Where there are steps (external Breakfast/After School club room) an alternative way of access (via the hall) is available. No child will be refused admission to the school on the basis of their Special Educational Need. In line with the Equality Act 2010, we will not discriminate against children with SEN/SEND and we will take all reasonable steps to provide effective educational provision. For more information, please refer to our accessibility plan.



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Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Whole school focus on developing skills of independence and resilience
- Introduction of Zones of Regulation throughout the school
- Counselling services for individual children and small groups of children
- Nurture groups
- Support sessions for parents – SWIFT course and sessions run by the school counsellor
- Pupils take part in 'the daily mile' to improve both their physical and emotional health and well-being
- Forest School develops holistic skills building teamwork and understanding and fostering good communication skills
- Pupils with SEND may be supported at break times to engage in play and develop positive relationships with their peers
- Pupils and their families can meet with their class teacher or another trusted adult to discuss any concerns.
- We use the 'three houses' approach when talking with children and their families. This enables us to discuss what is going well, any worries they may have and what can be done to support them in feeling better.

We have a zero-tolerance approach to bullying. Please refer to our anti-bullying policy on our school website.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If the issues are not resolved, then contact the SENCo and/or Headteacher.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns in school are:

Class teachers via the school office: office@st-josephs.oxon.sch.uk

SENCO: Mrs H Skertchly : senco@st-josephs.oxon.sch.uk

Headteacher: Ms R Gowers: office@st-josephs.oxon.sch.uk



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Contact details of support services for parents of pupils with SEND

SENDIASS Oxfordshire provides impartial information, advice and support to parents and carers of children with SEND, and children and young people themselves through the CHYPSS (Children and Young People's Partnership Service) element of SENDIASS.

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

The Local Offer

The Local Offer outlines all services available to support disabled children and children with SEND and their families. This easy to understand information sets out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child. Our local authority's local offer is published here:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

Monitoring arrangements

This policy and information report will be reviewed by the SENCo in collaboration with the Headteacher and Local Governing Body every year. It will be updated if any changes to the information are made during the year.

Links with other policies and documents:

This policy links to our policies on:

- Accessibility plan (in draft)
- Behaviour policy
- Equality information and objectives (in draft)
- Supporting pupils with medical conditions



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