



# St Joseph's Catholic Primary School

## SEN Information Report ('School Offer')

**How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

At St Joseph's Catholic Primary School we are committed to early identification of Special Educational Needs (SEN) in line with the SEN Code of Practice 2014.

Individual children's needs are identified and tested by the school in different ways.

### **We know when pupils need help if:**

- concerns are raised by parents/carers, teachers or the child;
- limited progress is being made in accordance with age related expectations;
- there is a change in the pupil's behaviour or progress;
- concerns are raised by external agencies (e.g. GP or school nurse);
- information is provided from the previous setting (e.g. nursery).

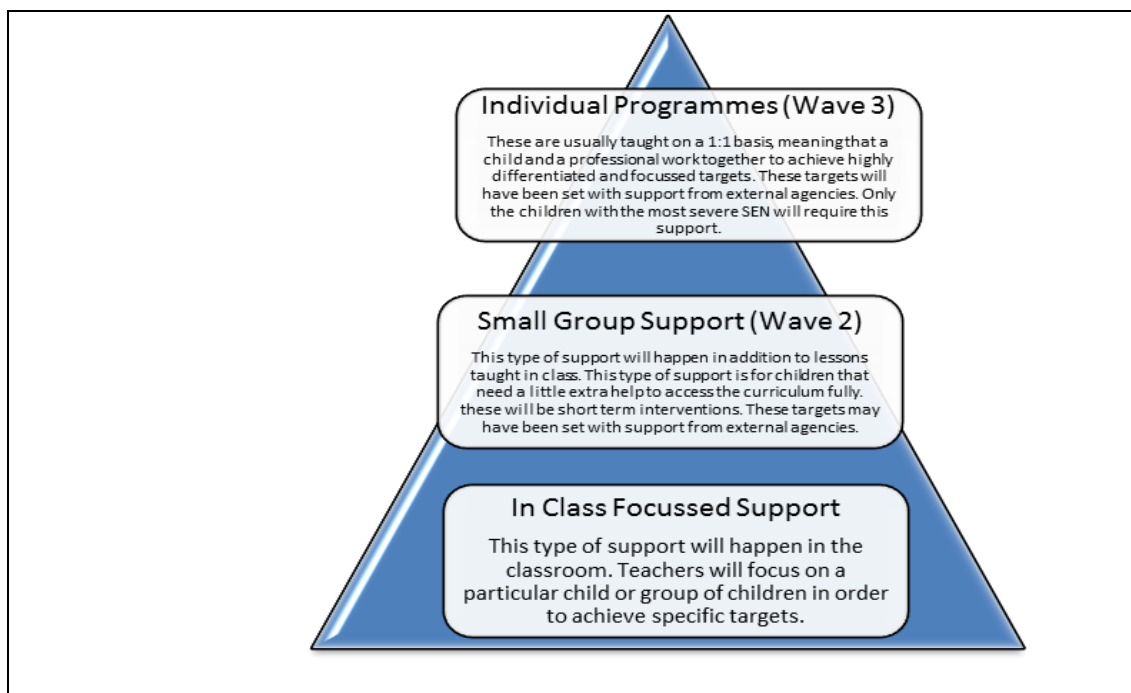
A plan will be drawn up outlining the adjustments, interventions and support to be put in place as well as the desired impact. A date for review will be set.

### **How will school staff support my child?**

In accordance with the SEN Code of Practice 2014, St Joseph's Catholic Primary School adopts a graduated response to SEN provision determined by the support each individual child requires. We use a three-tier approach to classify educational needs that are additional to, or different from, everyday classroom provision.



# St Joseph's Catholic Primary School



## Graduated Process shown within Assess, Plan, Do, Review

### How will I know how my child is doing?

Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways. These may include:

- informal meetings with teachers;
- creation and reflection of Assess, Plan, Do, Review Plans for children with significant SEN;
- Parents evenings;
- Annual Review meetings, for children with a Education, Health and Care Plan (replacing Statements of SEN);
- multi-agency meetings, for children that have support from external agencies, e.g. Speech and Language, Occupational Therapy, Educational Psychologist.

### How will the learning and development provision be matched to my child's needs?

Our school strives to provide an engaging and exciting curriculum for all children. Your child's Class teacher will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning. For children with special



# St Joseph's Catholic Primary School

educational needs, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible.

## **What support will there be for my child's overall wellbeing?**

We aim to develop children's emotional and social well-being in partnership with parents and carers. In some cases this may be provided by specialist services, such as Play Therapists, Child and Adolescent Mental Health Services (CAMHS), Education, Health Care plans and pastoral support plans can be used to meet specific needs. These plans are created in collaboration with school, parents and pupil and they are monitored and reviewed at agreed intervals.

## **What specialist services and expertise are available at or accessed by the school?**

External support services play an important part in helping St Joseph's identify, assess and provide appropriate provision for pupils with SEN. We have access to the following services where appropriate:

- DSPL 9 Watford and Three Rivers training for various aspects of special needs, for example ASD, behaviour, mental health and SEN benchmarking.
- educational psychologists;
- specialist provision for children with EHC plans, sensory impairment or physical difficulties;
- speech and language therapists;
- SPLD Base advisory teachers;
- occupational therapists;
- physiotherapists;
- school nurses
- play therapists;
- Acorn Centres
- Chessbrook Educational support centre
- CAMHS.

Multi-agency liaison and planning meetings are held, as appropriate, to ensure effective collaboration in identifying and planning to provide appropriate support for vulnerable pupils.

## **What training have the staff had or having who are supporting children and young people with SEND?**

St Joseph's Primary and Nursery School aims to meet the needs of all pupils



# St Joseph's Catholic Primary School

and ensure the provision is appropriate. This means that we adapt our support and training in order to meet the needs of the individual children in the school at any given time. If additional training is required, St Joseph's will arrange this through Herts for Learning, Specific Learning Difficulties Bases such as Laurence Haines, Colnbrook Outreach Services and DSPL9 support.



# St Joseph's Catholic Primary School

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

The collaborative planning and target setting systems that are in place at St Joseph's as part of SEND pupils' Assess, Plan, Do, Review Plans mean that parents/carers are consistently involved and supported in order to help children reach their targets. Parents/carers are commonly informed and supported in school via needs that arise due to target setting or multi agency planning meetings. St Joseph's will then aim to support the family with a focus on meeting the child and family centered objectives that are set within those meetings. This might mean that the family is referred to an additional support network.

In addition, St Joseph's hosts a number of parents' information and training events throughout the year through each class's teacher or subject leader where appropriate. Information about upcoming events will be issued to parents/carers through letter/email/newsletter.

## **How will I be involved in discussions about and planning for my child's education?**

At St Joseph's Catholic Primary School we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers are taken into account, together with the views of school staff and relevant professionals. This may be through:

- informal discussion with staff;
- teacher and child meetings;
- teacher and parent meetings;
- review meetings, including outside agencies, where appropriate.

## **How will my child be included in activities outside the classroom including school trips?**

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. We ensure that all children attend school trips and residential visits with support, as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity.

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# St Joseph's Catholic Primary School



# St Joseph's Catholic Primary School

## How accessible is the school environment?

All Hertfordshire schools comply with Equality Act 2010.

Please refer to the School Accessibility Plan and Equality Scheme for more information.

## Who can I contact for further information?

### Key Contacts

Headteacher – Mrs Linda Payne Tel:0208 428 5371  
 SENDCO – Mrs Sue Seaholme/ Miss Sorcha Devery  
 SEND Governor – Mrs Alex Walsh

## How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

### If your child is joining us from another school:

- the SENCO will undertake a pre-visit where appropriate;
- 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 school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.;
- where possible, a planning meeting will take place with the SENCO from the new school;
- we will make sure that all records about your child are passed on as soon as possible.

### When moving classes in school:

- information will be passed on to the new class teacher in advance and a transition planning meeting will take place with the new teacher;
- there will be opportunities to make additional visits to the new classes, if this is appropriate.



# St Joseph's Catholic Primary School

## In Year 6:

- the SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school;
- your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

## How are the school's resources allocated and matched to children's special educational needs?

- The School Budget, received from Hertfordshire LA, includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.
- The money is used to provide additional support or resources dependent on individual needs.
- Resources may include deployment of staff depending upon individual circumstance.
- Exceptional Needs Funding, where appropriate, may be applied for in order to support the needs of individuals.

## How is the decision made about how much support my child will receive?

- Support is determined through consultation with parents, teaching and support staff and relevant external agencies.
- The level of support will be constantly reviewed in order to identify when and where additional support may be needed

## How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Please visit Herts Local offer site at:

<http://directory.hertsdirect.org/localoffer>





# St Joseph's Catholic Primary School

## ST JOSEPH'S CATHOLIC PRIMARY SCHOOL LOCAL OFFER

St Joseph's Catholic Primary School is an inclusive school and offers the following range of provision to support all children:

### To develop children socially, emotionally and morally

- RE curriculum
- Daily prayer and weekly meditation time
- Play therapy and support by play therapist when available
- Opportunity to talk 1:1 with adults
- A range of extra-curricular activities
- School Council
- Social skills programme, Nurture groups led by experienced Teaching Assistant
- PSHE
- Assembly

### To develop positive learning behaviours

- Use of school's Behaviour Policy incorporating some aspects of the Herts Steps
- Use of incentives including 'Ready to Learn' Awards
- Whole class focus on specific learning behaviours
- Weekly certificates to reward positive learning behaviours
- Recognition of learning through mistakes
- Reflective time with Teacher or Teaching Assistant
- A supportive programme on social skills in small groups

### To develop children mathematically

- Numeracy "Working Walls" in every classroom
- Maths computer programs in the computer suite and on iPads.
- Opportunity to decide own level of challenge
- Differentiation in class
- Investigative maths lessons and practical resources to support learning
- Times tables certificates to encourage children to learn times tables
- Small group catch up maths Intervention programmes tailored according to the needs of individuals/small focussed groups of children.
- 1:1 Tutoring
- Numicon

### Speaking and Listening

- Daily use of talk partners
- Pie Corbett Talk for Learning strategies
- Opportunity for children to explain regularly in sentences



# St Joseph's Catholic Primary School

- Withdrawal by a specialist Teaching Assistant for 1:1 support
- Use of Talking Partners
- Elkan trained Teaching Assistants
- Makaton trained Teaching Assistant.

## Reading/Phonics

- Daily Read Write Inc in Foundation Stage and Key Stage 1
- Phonics interventions to support KS 2 children
- Reading logs for all children
- Differentiated guided reading sessions
- Small group literacy interventions
- Reading recovery designed and implemented by an SEN specialist teacher specifically for the school.
- Read and Write programme for year 1/2
- Personalised literacy programmes created by a specialist literacy support base.

## Writing

- Use of Pie Corbett writing strategies
- Development of units built from high quality texts
- Cross Curricular links
- Small group support in class through Guided Teaching
- Handwriting certificates and pens to encourage development of good handwriting skills
- Whole school strategy to support spelling
- Rainbow Road activities (OT programme)

## To develop children academically, physically and creatively

- Cross curricular and subject specific teaching of foundation subjects
- Opportunity to have individual music lessons with specialist teachers
- Use of specialist sports apprentice in P.E.
- Sports Apprentice programmes to develop gross and fine motor skills
- Opportunity to go on school trips to enhance learning
- After school /before school/dinner time/ clubs /activities
- Breakfast club from 8am

## To develop independent learning skills

- Use of visual timetables in all classrooms and personalised where appropriate
- Pre teaching of vocabulary and content
- Access to personal ICT
- "Chunking" of activities
- Use of individualised success criteria
- Use of aids as required eg writing slopes, wobble cushions etc.

## To support good progress for all



# St Joseph's Catholic Primary School

- Half termly pupil progress reviews involving all staff working with a child
- Half termly pupil progress tracking and monitoring
- Strong feedback and marking dialogue between teacher and child
- Use of talk partners
- Individual targets
- Annual reporting to parents
- Two Parent Teacher consultations each year
- Parent support using dedicated parent support workers
- Support for parents through school workshop sessions
- Drop-in parents sessions

## **To support children medically**

- Staff trained in paediatric first aid skills and general first aid skills
- Yearly updated training for asthma and anaphylaxis /use of epi-pens
- Strategies for the use of personal medication
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning

## **Additional support for children with SEN**

- Individual Support Plans incorporated into the assess plan do review sheets– Pastoral and Learning
- Additional Support plan meetings available with SENCO
- Interventions from a speech and language therapist
- Liaison with specialist agencies for support and advice
- Continual professional development for all staff on inclusive practice
- Referral to play therapy, well being team, school nurses as required
- Personalised visual timetables and prompt cards
- Specialist equipment to access curriculum
- Sound field systems in each classroom

Signed: *Linda Payne & Adrian Ramsden*

Date: November 2018