



St Joseph's Catholic Primary School

SEN Information Report ('School Offer')

(developed by representatives from Hertfordshire parents and schools)

1. 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.

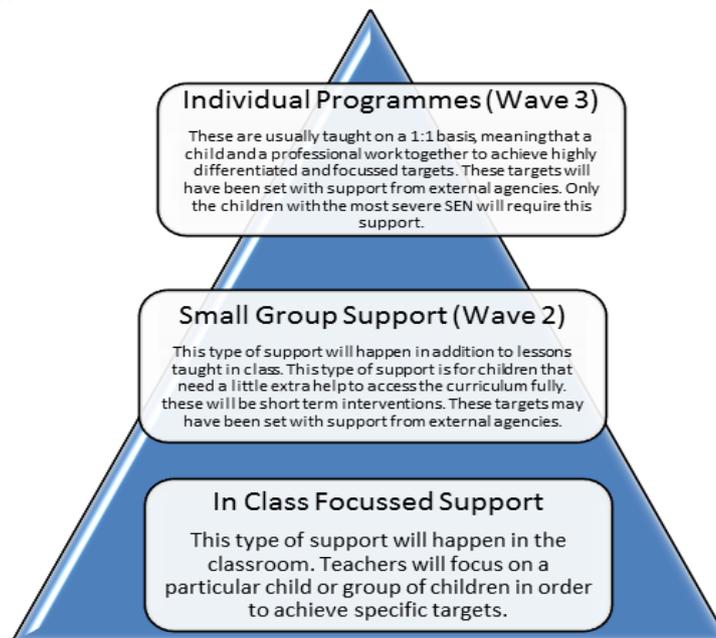
We know when pupils need help if:

- 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.

2. 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.



3. 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 IEPs (Individual Education 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.

4. 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 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.

5. 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.

6. 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:

- educational psychologists;
- specialist provision for children with statements of special educational needs, sensory impairment or physical difficulties;
- speech and language therapists;
- occupational therapists;
- physiotherapists;
- play therapists;
- 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.

7. 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 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 and Colnbrook Outreach Services.

8. 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' IEPs 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.

9. 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.

10. 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.

11. 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.

12. Who can I contact for further information?

Key Contacts

Headteacher – Mrs Linda Payne Tel:0208 428 5371
SENDCO – Mrs Sue Seaholme
SEND Governor – Mrs Dawn Tannian

13. 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 SENDCO 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 SENDCO 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 SENDCO 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.

In Year 6:

- The SENDCO will discuss the specific needs of your child with the SENDCO 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.

14. 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.

15. 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

16. 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>