

St Joseph's Catholic Primary School

Special Educational Needs and Disability (SEND) Information Report

Reviewed: October 2020

Next Review: October 2021.

What kinds of SEND do St Joseph's provide for?

St Joseph's recognises the value of a truly inclusive school where all members of the school feel valued as individuals. Additional and/or different provision is made for all children whose needs may fall in to one or more of the four broad areas of needs as defined in the SEND Code of Practice 2015:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health difficulties**
- **Sensory and/or physical needs**

These four broad areas of need give an overview of the needs that should be planned for, rather than to fit a pupil into a category.

How do we identify children with SEND and assess their needs?

Parents and carers are encouraged to inform us of any learning needs that their child has. Through regular data analysis and pupil progress meetings, children who are underachieving or not making expected progress are quickly identified and extra provision is put into place. Teachers that have any concerns about a child, whether it is academically, socially or emotionally, will raise the concerns with the SENCO and an initial concerns form will be filled in. The SENCO will then carry out an observation, look at the child's work and talk to the child, if appropriate. A meeting will then be arranged with the child's parents to discuss the concerns and gather more information about the child. Interventions and support will be discussed and put into place. If it is felt, after a period of time, that the child is still having difficulties, then we will refer the child, with the parents' permission, to an outside agency for more support and guidance.

Referrals may be made to the following teams at **Kaleidoscope** (Lewisham and Greenwich NHS Children's Services) in Lewisham:

Speech and Language Therapy

Occupational Therapy

Specific learning difficulties team

Educational psychology team

Children and Adolescent Mental Health Services

Other agencies that St Joseph's use:

Outreach Inclusion Service

Drumbeat Autistic Spectrum Disorder (ASD) Outreach Service

ConnectEd School Counselling and Therapy Services

How do we consult with parents/carers of children with SEND and involve them in their education?

We have an open-door policy and we always make ourselves available to discuss any concerns you may have about your child. We listen to what parents/ carers tell us about their children and use that information to ensure that we understand the child's needs. We have parent consultations twice per year for all children. Additional parent meetings are held with the SENCO and/or class teacher for children who have Special Educational Need (SEN) support or who have Educational Health Care Plans (EHCPs). St Joseph's puts the child at the centre of their learning and seeks to put the aspirations and views of both the child and their parents/carers at the heart of the planning and reviewing processes. Meetings with outside agencies are also held to review targets and progress for children with SEN support or Educational Health Care Plans (EHCPs).

How do we consult with children with SEND and involve them in their education?

1:1 meetings take place with children on the SEND register to gain their views and aspirations and to together set termly outcomes, all of which is recorded on a termly Personal Learning Plan. Children with SEND take ownership of their short-term targets and meet regularly with the class teacher and SENCO to discuss progress.

What are the arrangements for assessing and reviewing pupils' progress towards their outcomes?

We use the 'Assess Plan Do Review' cycle where teachers are continually assessing children's learning through marking, questioning and discussions which then informs future planning. There is an assessment week each term to monitor progress. We hold termly Pupil Progress meetings to assess and review the progress of all children. Children's progress is monitored closely by class teachers, senior leadership and the SENCO. For some children, external agencies may carry out specific assessments and reviews. Progress is reviewed through the entry and exit data in provision maps, and through individual targets for children with Personal Learning Plans.

How do we evaluate the effectiveness of the provision made for pupils with SEND?

Every teacher at St. Joseph's is committed to the achievement of each child through high quality teaching and carefully thought out interventions, enabling children to fulfil their potential. Book looks, observations and pupil progress (through the use of short-term targets) are used to evaluate the effectiveness of the provision made for pupils with SEND. The school's Assess Plan Do Review cycle ensures that regular SEND training is provided in order to achieve high quality teaching. The class teacher and SENCO monitors progress towards outcomes through the achievement of short-term targets – ensuring that they are specific, measurable, achievable, realistic and time-bound – as well as monitoring the success of interventions through data analysis.

What arrangements do we make for supporting pupils moving between phases of education?

Transitions are carefully managed according to pupils' needs. This may include the SENCO accompanying pupils and parents on visits to new school, inviting SENCO and class teacher of new school to visit St. Joseph's, visits to prior settings (Nursery or School) and may include using transition books with photos to support the process.

What is our approach to teaching pupils with SEND?

Every teacher at St Joseph's is committed to providing a creative, differentiated and interesting curriculum. Teachers have high expectations of all children and all children receive high quality teaching and a differentiated curriculum to meet all the needs in the class. Individual and group interventions provide extra support for those children who need more specific teaching.

What adaptations are made to the curriculum and the learning environment for children with SEND?

Each classroom is inclusive and supports a wide range of needs. A wide range of visual support and working displays are used to support children's learning. Visual timetables are used in all classes. The learning environment is adapted for individual needs, for example, an individual workstation for specific children. Children may be strategically positioned in the classroom. 'First and Then' boards may be used for children who require more structure. Adaptions are made to the curriculum to ensure that lessons are multi-sensory in order support all learning needs.

How are pupils with SEND enabled to engage in activities available with those in the school who do not have SEN?

We ensure activities outside the classroom such as school clubs and school trips are available to all. We will carry out risk assessments for each school trip and if necessary, will make reasonable adjustments to ensure that pupils with SEND are included.

How do we support children with emotional and social development?

We aim to provide a safe and secure environment where all children can learn, feel valued and respected. We use a positive behaviour system which is consistent throughout the school so that children are always clear of expectations and take responsibility for their own actions and behaviour. We also use the Zones of Regulation in each class to help optimise the emotional well-being of all pupils.

The Outreach Inclusion Service support us with any children who are finding it difficult to cope emotionally and socially by providing mentoring sessions with individual children. Lego therapy is sometimes used with those children. We also provide music therapy sessions to support the emotional and social development of individual needs.

We plan for the children in school who find change and transition difficult by giving them visual structure and pre-warning them of a change in the school day.

Lunch times are supported with planned activities.

1:1 meetings take place with children on the SEND register to gain their views and aspirations and to involve them in the setting of outcomes and targets.

Anti-bullying messages are regularly part of assembly and classroom agendas.

How are staff enabled to support children with SEND?

We regularly review the school training schedule and professional development for all teaching and support staff to ensure that there is the appropriate expertise to support children with SEND. The school's Educational Psychologist, SEND advisor, Speech and Language therapist all provide staff training. The school also accesses training on Autism Spectrum Disorder (ASD) through Drumbeat Outreach Inclusion Services and social and emotional wellbeing training through the Outreach Inclusion Services. Different organisations are also used for training both on the whole school staff and the individual level.

How are equipment and facilities secured to support children and young people with SEND?

Each child with SEND has a Personal Learning Plan which is carefully tailored to their needs. Equipment and facilities are provided to ensure that their needs and termly outcomes are met. This might include wobble cushions, ear defenders, other sensory resources and quiet learning areas.

How does the school involve other bodies/outside services in meeting pupils' SEN and supporting their families?

Specialist advice and regular long-term support may be sought from a specialist professional (after consultation with both parent and child) in order to plan for the best possible outcomes. The school has strong links with outside agencies including Drumbeat (Autism) Outreach Services, Speech and Language Therapy services, Educational Psychology services, Outreach Inclusion Service and ConnectEd School Counselling and Therapy Services. The school also works closely with CAMHS (Child Adolescent Mental Health services) and Occupational Therapy services. For a very small number of pupils, access to these specialist services may be through an Educational Health Care Plan (EHCP).

What are the contact details of support services for parents of pupils with SEND?

- **Lewisham Parent Carers Forum:** Website: Lewisham parent carer forum
Email: info@lewishamparentcarer.org.uk
- **Drumbeat ASD Outreach Service:** Website: Drumbeat

- **Lewisham Special Educational Needs and Disabilities Information Advice and Support Service (or SENDIASS):** a free, confidential, and impartial service for parents and carers, children, and young people (up to 25 years).

Website: [SENDIASS](#)

What are the arrangements for the admission of disabled pupils?

The definition of disability in the Equality Act is quite broad:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a year or more and ‘substantial’ is defined as ‘more than minor or trivial’.

SEN and Disability Code of Practice: 0-25 years (2015).

St. Joseph’s adopts the Local Authority’s admissions arrangements. More information can be found here: www.lewisham.gov.uk/primaryadmissions or www.lewisham.gov.uk/SENadmissions.

What steps have been taken to prevent disabled children from being treated less favourably than other pupils?

St. Joseph’s focuses on removing potential barriers to learning. We focus on practising strategies and providing an environment within the classroom that, for example, supports the children with ASD, dyslexia or speech and language difficulties. A lot of the strategies that support these children also benefit the other children in the class so we very much promote an inclusive classroom, whilst at the same time tailoring the learning/environment very specifically where needed. Structured playground games, access to therapy sessions and social interaction groups also ensure that disabled children are not treated any less favourably than other children.

What facilities are provided to help pupils access the school?

The ground floor and the disabled toilet are accessible to adults and children in wheelchairs. The first and second floors are not accessible. However as much as is possible, reasonable adjustments are made to ensure the needs of parents, carers and children are met.

How can you find the school's accessibility plan?

St. Joseph's accessibility plan can be found on the school's website under 'policies'.

Who would parents contact if they have a concern?

Parents would be advised to speak to the class teacher with any initial concerns they may have regarding their child's needs. The class teacher would then pass the concern onto the SENCO who would observe the child, look at the child's progress and attainment and arrange a meeting with the parents to discuss the concerns. Senior leaders are always available by appointment to discuss a child's progress or any concerns/worries parents and carers may have.

Who is the SENCO and how do I contact her?

The SENCO is Mrs Helen Stirling and she works Monday, Tuesday, Wednesday and Thursday.

You can contact the SENCO by email: senco@stips.lewisham.sch.uk or phone the school on 0208 692 4836.

What do you do if you have a complaint about the provision for your child?

We welcome feedback from parents. However, if a concern cannot be handled through discussion and working together, then we have a policy for dealing with more serious complaints.

Where can you find the Local Authority's Local Offer?

The Local Authority's Local Offer can be accessed via this link:

<https://lewisham.gov.uk/localoffer>