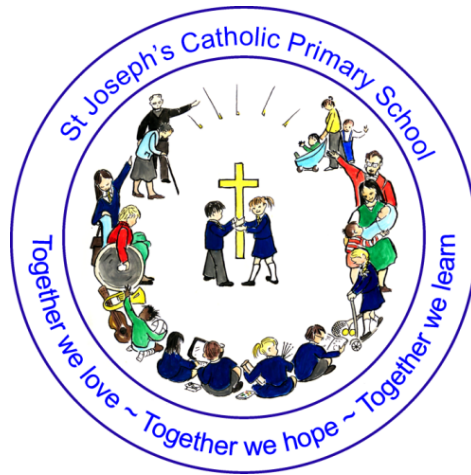




St Joseph's Catholic Primary School

Special Educational Needs Information Report



2022-2023 Draft

Welcome to our SEND information report which is part of the North Somerset Local Offer for learners with Special Educational Needs & Disabilities (SEND).

All governing bodies of maintained school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietors policy for pupils with SEND. This information is updated annually.

Contacts

At St Joseph's Catholic School we value all members of the school community. Our local offer has been produced with pupils, parents and carers, governors, and members of staff. We welcome your comments on our offer, so please do contact us.

The best people to contact are:

- Headteacher - Mr Greg Bath
- Deputy Headteacher - Mr Ed Broyd
- SENDCo - Mrs Cheryl Lane-Hall
- SEND Governor - Deacon Didier Delaplace

Our Approach to Teaching Learners with SEN

At St Joseph's Catholic School we ensure that all pupils in our schools are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures for SEND, taking into account the current Code of Practice (2014).
- We have successful communication between teachers, children with SEND, parents of SEND, support staff and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- Through a conferencing approach the children are encouraged to take an increasingly active role in their review cycle, in line with their readiness to do so. We involve the children in setting their own targets (where age appropriate) and in reviewing and celebrating their success.
- We work with our local SENDCO network and advisory teachers to develop provision and practise.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an extensive review cycle that allows us to assess, plan, do and review.
- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

Identifying the Special Educational needs of pupils

At different times of their school life, a child or young person may have a special educational need. The SEND Code of Practice 2014 defines SEND as follows: "A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her."

A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) has a significantly greater difficulty learning than the majority of others the same age, or (b) has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the child, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The schools understand that children who experience these barriers to learning are vulnerable. This does not mean that all the vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

What should I do if I think my child may have Special Education Needs?

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Cheryl Lane-Hall (SENDCo) to discuss your concerns.

Typical concerns from parents could include delays with speech and language, physical needs, concerns arising from academic progress or social issues. Some of these will need additional support from other agencies; if necessary we will signpost you to other services or organisations who may be able to help.

Support for children with Special Educational Needs

If a learner is identified as having SEND we will provide high quality first teaching what will be supported by 'additional to' or 'different from the differentiated approaches and learning arrangements normally provided as part of high quality first teaching

Objectives of SEND policy are:

- By ensuring access to the building and appropriate resources;
- By using the Early Years Framework alongside summative and formative assessments to ensure early identification of needs, plan appropriately, provide appropriate stimulating curricular challenges, and involve outside agencies to advise if needed.
- By holding an initial meeting to inform, share and discuss plans, responsibilities and expectations with parents. Thereafter, to meet regularly in order to review progress and plan for future development.
- By planned involvement with the children on the SEND register to discuss their targets, review progress and celebrate success.
- By identifying learning support staff, and actively involving them in the planning, implementation and review of individual provision.
- By planning appropriately, supplying resources, discussing concerns with parents, support staff, and including outside agencies and by monitoring work.
- By maintaining open communication with parents, through pupil planners and meetings by appointment at the request of either party.
- By encouraging each child's participation with target-setting and individual provision.

Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing quality first teaching to all children;
- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Adapting the curriculum if needed;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Access to the curriculum

Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENDCo works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making a decision to create an Education Health and Care Plan (EHCP). The needs of the child are considered to be paramount in this; this process is led by the LA and is child centred.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. In our school this is provided as part of first quality teaching. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The **Special Educational Needs & Disabilities Co-ordinator (SENDCo)**, if not already involved, will

become involved if the teacher and parents feel that the child would benefit from further support. The SENDCo will then take the lead in further assessments of the child's needs. If a child has a specific identified need they will be placed on a termly tracking system where targets and provision can be monitored (up to 6 times per year).

Individual provision maps and plans employ a small-steps approach and feature significantly in the provision that we make in the school. By using SMART targets, progress can be mapped and reviewed for children identified as having a special educational need.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

External support services, when necessary, will provide information for planning for provision for an individual child. Any new strategies will, **wherever possible**, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request.

In our school the SENDCo:

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Oversees the records of all children with special educational needs;
- Acts as the link with parents;
- Acts as a link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision and reports to the governing body;
- Manages a range of resources, to enable appropriate provision for children with special educational needs;
- Contributes to the professional development of all staff.

The role of the governing body & headteacher

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The governor with responsibility for SEND is currently Deacon Didier Delaplace. His role is to have a specific oversight of the school's provision for pupils with SEND, and to report annually at a meeting of the governing body. The Headteacher is responsible for updating the governing body on the school's SEND provision, including the deployment of funding, equipment and staff. The Headteacher also has the responsibility of ensuring each teacher's understanding of any Statement of SEND or EHCP. The Headteacher ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The Head Teacher and the SENDCo meet annually to agree on how to use funds directly related to the needs of children in the school. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Top-Up Funding

The Local Authority (North Somerset) provides targeted funding for specific special needs. This process occurs each year and the school may apply for funding for children who fit the categories identified by the LA. These are currently:

- Communication and Interaction
- Behaviour, Emotional and Social Development
- Cognition and Learning
- Sensory: Hearing
- Sensory: Visual
- Physical Impairment & Medical

The allocation of funding for support is made by a panel of teachers, SEND advisors, Special Needs Coordinators and Medical Specialists.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents.

The school prospectus contains details of our policy for special educational needs, and arrangements made for these children in our school. We have regular meetings as appropriate to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

GDPR and Use of Sensitive Personal Data

The school is required to send out sensitive information to third parties to fulfil its responsibilities to the children in its care. Sensitive information will only be shared with third parties in line with SEND Regulations 2014.

Before sharing any information with a third party the school will:

- Identify if the person requesting the data has a legal reason for doing so;
- Request permission from parents for the school to share sensitive data;
- Ensure that the data shared is covered by the consent given by the parents;
- Seek authorisation from the SENDCo;
- Seek authorisation from the Headteacher.

Monitoring and evaluation

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of current issues e.g. funding requirements;

current SEND numbers and current action plan for SEND. The SENDCo is involved in supporting teachers involved in drawing up targets and plans for children. The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area. The SENDCo and the governor with responsibility for special needs also hold review meetings annually or as necessary.

The governing body reviews this policy annually and considers any amendments required.

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Approved by:

Date:

Review Date: July 2023