



## **St Joseph's Catholic Primary School**

# **Special Educational Needs and Disabilities Information Report 2024**

<b>Revision</b>	<b>Date</b>	<b>Author</b>	<b>Reviewed</b>	<b>Approved</b>	<b>Next Review</b>	<b>Responsible Committee</b>
1	26/01/24	E. Broyd C. Lane-Hall	26.04.24	23/05/24	April 2025	C&SI

# Special Educational Needs and Disabilities Information Report 2024

## Contents

1. Which types of Special Educational Needs and Disabilities (SEND) are included within our provision?
2. Which staff will support my child, and what training have they had?
3. What should I do if I think my child has SEND?
4. How will the school know if my child needs SEN support?
5. How will the school measure my child's progress?
6. How will I be involved in decisions made about my child's education?
7. How will my child be involved in decisions made about their education?
8. How will the school adapt its teaching for my child?
9. How will the school evaluate whether the support in place is helping my child?
10. How will the school resources be secured for my child?
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?
12. How does the school make sure the admissions process is fair for pupils with SEND?
13. How does the school support pupils with disabilities?
14. How will the school support my child's mental health and emotional and social development?
15. What support will be available for my child as they transition between classes or settings?
16. What support is in place for looked-after and previously looked-after children with SEND?
17. What should I do if I have a complaint about my child's SEND support?
18. What support is available for me and my family?
19. Glossary
20. Provision Map

## 1. Which types of Special Educational Needs and Disabilities (SEND) does your school provide for?

Our School provides for pupils with the following needs:

Area of Need	Condition
<b>Communication and Interaction (C&amp;I)</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and Learning (C&amp;L)</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, Emotional and Mental Health (SEMH)</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Mental Health difficulties
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

Our special educational needs and disabilities coordinator, or SENDCO

Our SENCO is Mrs Cheryl Lane-Hall

They have 2 years experience in this role and have worked as a qualified teacher in the school for 15 years..

They are currently working towards achieving the National Award in Special Educational Needs Coordination.

They are allocated 1 day a week to manage SEND provision.

### Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND.

### Support Staff

We have a team of Learning Support Assistants including a Higher-Level Teaching Assistant (HLTA) who are trained to deliver SEND provision.

We have an LSA who is trained to deliver speech and language interventions.

### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. When necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

Speech and language link therapist

Educational psychologists

Occupational therapists

GPs or paediatricians

School nurses

Child and adolescent mental health services (CAMHS)

Education welfare officers

Social services and other LA-provided support services

Organisations that provide support such as SEND and You and NSPCWT

### 3. What should I do if I think my child has SEND?

1. Tell us about your concerns	2. We will invite you to a meeting to discuss them	3. We will decide whether your child need SEND support
<p>If you think your child might have SEND, the first person you should tell is your child’s teacher. You can get in touch with your child’s teacher through the school office. Teachers will pass the message on to our SENDCo, Mrs Lane-Hall, who will be in touch to discuss your concerns. You can also contact the SENDCo directly through the office.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. Together, we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what’s been discussed and add this to your child’s record. You will also be given a copy.</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the School’s SEND register.</p>

### 4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren’t making the expected level of progress in their schoolwork or socially. This might include struggling to complete work, recalling key facts despite extra support, well below age related expectations or not engaging in age related social interaction.

If the teacher notices that a pupil is falling behind, they will try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don’t have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress after additional class support has been put in place, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child’s teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

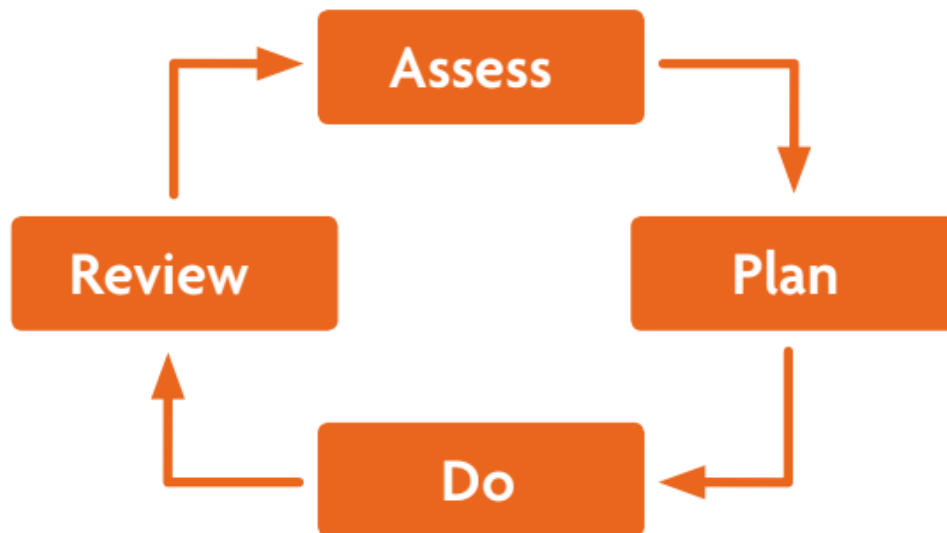
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO and Headteacher will decide whether to begin the Assess, Plan, Do, Review cycle (Question 5) detailing provision to be put in place. You will be told the outcome of the decision. The SENCO will work with you and the class teacher to create a SEND provision map for them.

After two cycles of Assess, Plan, Do, Review the provision will be monitored and if your child continues to need SEND support, their name will be added to the school's SEND register.

### **5. How will the school measure my child's progress?**

At St Joseph's, we will follow the "graduated approach" to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These outcomes may be broken down into small steps.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a "baseline assessment". We do this so we can see how much impact the intervention has on your child's progress.

We will also track your child's progress towards the outcomes/small steps we set over time and improve our provision as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the School's targets, strategies and provision will be revisited and refined.

### **6. How will I be involved in decisions made about my child's education?**

We will provide a Provision map termly and an annual report at the end of the year on your child's progress.

Your child's class teacher will meet you a minimum 3 times a year in addition to our timetabled parent meetings, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes

- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This will be recorded on your child's provision map and will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher either by making a note in your child's planner or contacting the office to make an appointment.

## **7.How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's view by:

- Attending meetings to discuss their progress and outcomes
- Discuss views with a member of staff who works closely with your child
- Working with your child to complete a questionnaire, written statement or drawing to help them express their views

## **8.How will the school adapt its teaching for my child?**

Your child's teacher is responsible for the progress and development of all their pupils in their class.

First Quality Teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no "1 size fits all" approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it. For example, how pupils are grouped, adapting the teaching style or content of the lesson.

- Adapting our teaching. For example, by giving longer processing time to pupils, pre-teaching key vocabulary or giving simple one-step instructions.
- Adapting our resources or staffing.
- Using recommended aids such as laptops, coloured overlays, visual timetables or larger fonts.
- Supporting pupils in small groups or 1-2-1, working on specific interventions.

### **9.How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their outcomes/small steps each term.
- Reviewing the impact of interventions each term.
- Using pupil voice.
- Monitoring by the SENDCo
- Using provision maps to measure progress.
- If they have an Educational Health Care Plan (EHCP), holding an annual review.

### **10.How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure extra equipment or facilities, further training for our staff, external specialist expertise or increased staffing in school. If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this we will seek advice from the Local Authority (LA).

### **11.How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

All of the school's extra-curricular activities and school visits are available to all pupils, including After School Club. All pupils are encouraged to go on our school trips, including residential trips. All pupils are encouraged to take part in all activities during the school day. No pupil is ever excluded from taking part in these activities because of their SEND needs and we will make whatever reasonable adjustments are needed to make sure that they can be included.

### **12.How does the school make sure the admissions process is fair to pupils with SEND?**

The school's governing body is the admissions authority and has responsibility for admissions to St Joseph's. The Local Authority (LA) coordinates the admission arrangements during the normal admissions period. Outside this period, applications can



be made directly to the school and are dealt with on a case-by-case basis. The needs of your child can be discussed with the Headteacher prior to your child being admitted to the school, in order that we will better meet their needs from their first day.

Should your child have an Educational Health Care Plan (EHCP), the admissions process is slightly different. Children with an EHCP should be admitted by the school named on their EHCP, unless the school is unable to safely meet their needs.

### **13. How does the school support pupils with disabilities?**

Being entirely located at ground floor level, the school offers step-free access throughout and has dedicated toilet facilities for pupils with disabilities. This can also involve the use of technology and sensory support aids such as round-the-neck microphones.

The school works with families to support their child. Where appropriate, this may involve working with outside agencies such as play workers or support workers.

### **14. How will the school support my child's mental health and emotional and social development?**

St Joseph's provides a range of support for pupils to progress in their emotional and social development. Pupils with SEND are encouraged to be part of the School Council and the school's Chaplaincy Team. These are important ways in which children with SEND can make friendships and have their views and concerns heard. We also have several lunchtime clubs and activities which all serve as safe spaces for children. Our school's Anti-bullying policy is robust and outlines ways in which the school supports all children. St Joseph's has a trained Learning Mentor who, with parental permission, can offer support to children on a 1:1 basis.

The school's House Captains play an important role in developing the social, emotional and mental health of the children within our school: they support the Reception class at playtime and lunchtime during their first term at St Joseph's as "Buddies", and help all children feel included by running different games and activities at lunchtime.

### **15. What support will be available for my child as they transition between classes or settings?**

#### ***Between year groups***

To help pupils with SEND be prepared for a new school year, we hold meetings in Term 6 involving the parents, current teacher and incoming teacher to discuss the Provision Map for their child and what support has been successful. This meeting also serves as a good introduction between the parents and the incoming teacher of the new year group.

In addition, pupils will have the opportunity to take part in transition activities with their class and the incoming teacher. This allows the children to get to know their new

classroom and teacher alongside their friends. There are also opportunities, if necessary, for children to have additional transition visits to their new classroom.

### ***Between schools***

Should your child be moving from our school to a new setting, we will ask you what information you would want us to share with the new setting. Please be aware that there are certain elements, such as any safeguarding concerns, that would be shared as part of the transition process for any pupil.

### ***Secondary school transition***

The SENDCo of your child's secondary school will usually visit St Joseph's to meet your child in a setting that is familiar to them. They will also meet with our SENDCo and your child's teacher to discuss the support that has been offered to your child, what successes your child has had and what further support might be needed to aid their transition.

Additionally, some schools offer extra transition time to pupils with SEND, allowing them to become more familiar with the layout of their secondary school and meet some of the key adults that will be supporting them, before they attend the school.

Depending on the secondary school your child will be attending, there is often a special time for parents of pupils with SEND to meet the SEND/Inclusion/Student Support team to ask any questions you might have.

## **16. What support is in place for looked-after and previously looked-after children with SEND?**

Your child's Designated Teacher will work with the school's SENDCo to make sure that all teachers understand how a looked-after or previously looked-after child's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEND support plans or EHCPs are consistent and complement each other.

## **17. What should I do if I have a complaint about my child's SEND support?**

Where parents/carers have concerns about the School's SEND provision, they should first raise their concerns informally with the Class Teacher or SENDCo. The School will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the School's complaints policy.

If the parent/carer is not satisfied with the School's response, they can escalate the complaint. Further information and explanations about suitable avenues of complaint can be found on pages 246 and 247 of the SEND Code of Practice 2015.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. More information on mediation is available from North Somerset here:

<https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/advice.page?id=z06tciBJ-gA>

## **18. What support is available for me and my family?**

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available locally, have a look at North Somerset's local offer. North Somerset publishes information about their local offer on their website:

<https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is SEND and You:

<https://www.sendandyou.org.uk/>

National charities that offer information and support to families of children with SEND are:

IPSEA - <https://www.ipsea.org.uk/>

SEND family support - <https://sendfs.co.uk/>

NSPCC - <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>

Family Action - <https://www.family-action.org.uk/what-we-do/children-families/send/>

Special Needs Jungle - <https://www.specialneedsjungle.com/>

## 19. Glossary

**Annual review** – an annual meeting to review the provision in a pupil's EHCP.

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

**CAMHS** – child and adolescent mental health services.

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHCP. The local authority will do an assessment to decide whether a child needs an EHCP.

**EHCP** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

**First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.

**Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.

**Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area.

**Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.

**SENDCO** – the special educational needs and disabilities coordinator.

**SEN** – special educational needs.

**SEND** – special educational needs and disabilities.

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND.

**SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND.


**SEND support** – special educational provision which meets the needs of pupils with SEND.

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages.

## 20. Provision Map

A provision map is a transparent method of evidencing the range of provision available to pupils at St Joseph's. It allows the school to monitor, evaluate and plan the development of provision, increase access for pupils and raise achievement. Provision mapping takes into account the full scope of provision, including high-quality whole class teaching, group work and individual interventions, in order to identify and address potential barriers to learning that pupils with SEND may experience. Copies of provision maps will be provided to parents each term and parents will be able to discuss these with their child's class teacher and/or the schools SENDCo.

An example of a blank provision map is included below:

	<b>SEND Individual Provision Maps</b>	Name	2023-2024		
		Class	Year	Primary Area of Need:	

T1	Targets	Provision	Success Criteria	Review of Outcomes	WT	Met
	This target should be: Specific Measurable Achievable Realistic Time bound	This section will tell you what provision is being provided for your child.	This section will tell you what your child should be able to do in order to meet their target.	This section is filled in after each term to give an indication of how your child has progressed towards their target.		
Other Information – Specific Interventions, Programmes, Staffing etc.						
This section will include information on tried and tested teaching strategies and interventions for your child. It will include information which will help other adults around the school work effectively with your child.						

Shared with parents Date:	Copy sent home	Discussed verbally	Meeting
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Authorisation

Signed by (Chair of Governing Board)

A handwritten signature in black ink, appearing to be the initials 'ML', is centered within a light gray rectangular box.

Approved by Governing Body: 23rd May 2023