

St. Joseph's Catholic Primary School



SEN Information Report

“Inspired by St Joseph, together with Christ, we learn, we grow, we love.”

SEND Information Report – May 2017

(in compliance with section 69 (2) of the Children and Families Act 2014)

In accordance with the school's SEND policy and the admissions policy the school is committed to being fully inclusive and providing education for a range of needs and disabilities. This includes those related to learning, sensory needs, physical impairments, mental health and emotional and social difficulties, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. This includes children who are looked after by the Local Authority.

We firmly believe that all teachers are teachers of children with SEN. All children in the school are the responsibility of their class teacher, who plans for and teaches all the children in their class.

Identification of Special Educational Needs

The Code of Practice (January 2015) defines SEN as follows:

“A child or young person has SEN 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 he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We are clear that early identification of additional needs is crucial to ensuring that children's needs are met and action taken to ensure all children can achieve their full potential. All class teachers have an Inclusion Folder and this contains clear systems and guidance for teachers to complete internal referral documents which are then discussed with the SENDCo. The SENDCo then gives guidance for the support of children with SEN and makes referrals to external professionals if needed. Only those children with a difficulty that requires special education provision will be identified as having SEN.

The school is able to use a variety of diagnostic assessment tools including those to identify possible difficulties in the following areas:

- dyslexia
- autism
- language and communication difficulties

- motor skills difficulties
- ADHD/ADD
- emotional and social difficulties.

Consulting with parents and pupils

We also work closely with parents and welcome referrals and requests for assessment from parents. Where a child is found to have SEN we meet with parents to discuss the child's needs and to explain the support that is to be provided. Parents are able to ask questions and express preferences regarding the support being offered to their child. Targets are agreed in discussion with the parent, the child (whenever appropriate) the teacher/the SENDCo. These are then reviewed at least termly, in consultation with the child and the parent.

Provision for SEN

A graduated approach is used as follows:

Wave 1: All children must receive inclusive quality first teaching for all and all classroom teaching is expected to accommodate children with SEN. This means that tasks should always be differentiated at a level that is appropriate to the child. It is often the case that alternative modes of learning may be sufficient to meet the needs of many children who have difficulty accessing the curriculum. This may include the wider use of visual stimuli for children with language and communication difficulties, the use of enlarged text for children with visual difficulties and access to enhanced pastoral care for children with emotional difficulties. Some children at this level may be on our concern list as we are carefully tracking and reviewing their progress.

Wave 2: If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

Wave 3: If there are still concerns, children will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential, with the possibility of outside agency support. At this point there would be considerations of SEN.

A few children who have very significant SEN may require an Education and Health Care Plan (EHCP). The SENDCo will liaise with the child, parents and relevant professionals to ensure that appropriate advice is sought, acted upon and reviewed in order to identify the additional support needed under an EHCP.

Children who have an existing Statement of Educational Need or an Education and Health Care Plan (EHCP), will have this provision reviewed in full at least once a year. Normally this will be through the Annual Review meeting, although this can be brought forward if necessary.

Transition

Additional meetings may also be held for children with a Statement or EHCP to discuss transition to secondary school for children in Year 6. This will include an opportunity to discuss different school options for secondary transfer. The Learning Mentor, working with the Year 6 teachers and SENDCo, prepares all pupils for moving on to secondary school with a planned programme in the summer term. Where additional support is necessary, meetings are held with the parents, pupils and secondary school staff to assist a smooth transition. Additional visits are arranged if necessary. Special arrangements are also in place to support vulnerable children moving between year groups and if they should move to a new school during the school year.

Assessing and Reviewing

When providing support we engage in a 4 stage process: Assess, Plan, Do, Review

- **Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher and assessments.
- **Plan** – this stage identifies the barriers to the learning, intended outcomes and details what additional support will be provided to overcome the barriers. Decisions will be recorded on an individual education plan/SEN Support Plan and will form the basis for termly review meetings held as part of parent/teacher consultations.
- **Do** – providing the support – extra assistance for the learning or learning aids as set out in the plan.
- **Review** – measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved – child, parents or carer, teacher and SENDCo contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teachers and TAs are held regularly and half termly Pupil Progress meetings are held with SLT and SENDCo.

Evaluating effectiveness

The interventions used will be those that are proven to make a difference for most learners. A base line assessment will take place at the beginning of the intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Reviews will take place to ensure that the intervention is having the intended effect.

Class-based TAs work alongside the class teacher to support children with SEND individually/in small groups and to facilitate the class teacher working with children with SEN.

Outside agencies

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with the parents' consent. This might involve: Speech & Language Therapy Services, Occupational Therapist, Physiotherapist, CAMHS, Advisory Support Teacher, Educational Physiologist or health services such as a Paediatrician. Parents are also encouraged to seek support from Barnet Parent Partnership Service (now

known as SENDIASS, <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/parental-support/barnet-send-information-advice-and-support-service/barnet-sendiaass-leaflets.html>) who can be contacted on 020 8359 7637.

Accessibility

The school has three main buildings plus a nursery on site. The Pope Francis and St John Paul II buildings currently present some challenges in terms of accessibility for children with physical impairments. However, we are committed to adapting our arrangements to support access by, for example, moving teaching groups to more accessible classrooms when needed. A lift is installed in the Catherine Kasper building, opened in 2016.

At St Joseph's we recognise the needs of the whole child and are aware that some children may require more emotional support than others. These are often some of our most vulnerable children who require a high level of support and reassurance to be able to thrive in school. With this in mind the school has a Learning Mentor who is able to work with children and staff to provide extra pastoral support and work on measures to prevent bullying.

PSHE is a regular and important part of the curriculum and provides a safe environment for children to consider and discuss issues. Assemblies and RE also provide opportunities for pupils' reflection and discussion. We are also able to offer various support and interventions, including 1:1 mentoring support, and/ or group support as appropriate.

Children are assured that all adults are approachable and available to speak to them about any worries, difficulties or problems. Concerns about bullying are always dealt with promptly and incidents are recorded centrally.

We understand that school trips are part of the curriculum and we are committed to ensuring that all children are able to participate fully in all trips.

The full description of the ordinarily available support is available via the Barnet website.

https://www.barnet.gov.uk/.../2_Ordinarily%20Available%20Final%20May%202016

Training and Expertise in SEN

All our teaching and support staff receive training in working with children with additional needs. This may be provided internally or by accessing externally provided support. It includes both general and specific training. Recent training has covered the use of Team Teach, Early Talk Boost and working with ASD.

The Assistant Head Teacher in charge of SEN also has more than 20 years teaching experience and has achieved the National Award for SENCos (a Masters Degree level course).

The Learning Mentor is a qualified teacher and has a degree in Psychology.

Nevertheless, we are never afraid to seek the support of external professionals when needed. We are also aware of the need for ongoing training in order to remain up-

to-date with changes in SEN. The Assistant Head Teacher for SEN will attend training sessions held by the local authority for this purpose.

The first point of contact to discuss concerns is the class teacher. Contact details for the Assistant Head for SEND (Ms Sarah Ball) are; Telephone, 02082025229 and in person via the school office at St Joseph's Primary School, Watford Way, NW4 4TY. Ms Ball is also the 'Designated Teacher' for children looked after by the local authority.

The school complaints procedure for SEN matters is outlined in the school's SEND policy.

The full Code of Practice is available at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

Barnet Local Offer is available at:

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

Ratified by the Governing Body of St Joseph's Catholic Primary School

On: 23 May 2017

Next review date: May 2018 – or if changes occur before