



St Joseph's Catholic Primary

SEN Information Report



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What kinds of special educational needs does the school/setting make provision for?

- St Joseph's Catholic Primary School, a Voluntary Academy is a Roman Catholic mainstream primary school and is part of the Our Lady Of Lourdes, formerly the All Saints' Family of Schools. St Joseph's Catholic Primary is committed to inclusion and is respected in the community for an ethos in which we see all of our children as unique individuals and work collaboratively to enable each child to achieve their full potential, whatever their ability or specific needs; providing a broad and balanced curriculum which incorporates equal opportunities for all children.



How will this school know if my child needs extra help?

St Joseph's Catholic Primary School recognises that children learn and progress at varied rates and we use a range of teaching strategies and approaches, personalising provision to ensure that the learning needs of all pupils can be met. The identification of pupil's with special education needs follows a graduated approach, beginning with quality first teaching as our first priority. Support is given through the type of task, differing complexity or resources used. Special educational provision is beyond the differentiation provided by high quality personalised teaching. The provision is additional or different from that made generally for others of the same age. Progress is closely monitored by the class teacher and, if a child is not making expected progress, support is put in place focusing on the individual's specific needs. This support may be small group or individual work. If further support is needed the class teacher liaises with the SENCO to further personalise support and access outside agencies. At all times the school works in partnership with parents.

If you have any concerns about your child's progress then you should first speak to your child's class teacher who will seek advice from the SENCO if necessary.



How does this school know that the help it offers is working?

- Teacher assessments are completed termly and this is analysed by the class teacher and the Senior Leadership Team. Parents are invited to attend review meetings to discuss the progress of pupil's with special educational needs and to update on the success of any interventions which have been put in place.
- Class teachers and Teaching assistants working closely to ensure progress is made and regularly update each other on an individual child or group's progress and adjust their planning accordingly. The SENDCO works closely with class teachers to ensure a detailed provision map is in place (where needed) and this is reviewed each term after analysis of progress with parents and outside agencies where appropriate.
- The SENCO produces a Termly report to governors to update on practice and provision within school and the named SEND governor meets annually with the SENCO to review the previous year and discuss areas for development. Each year the SENCO produces an SEND action plan detailing successes and areas for development for the forthcoming year.



How will this school support my child?

- At St Joseph's Catholic Primary School, we aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*, working in partnership with parents and acquiring specialist support where needed. All children receive 'Quality first teaching' with a differentiated curriculum according to pupil's needs.
- Targeted interventions may take place for individuals to help close the gap between a child with special educational needs and their peers. A provision map may be in place, detailing the personalised provision for that child.
- All pupils on the SEND support register have a pupil passports which enables children to have a voice in relation to their curriculum. This outlines their strengths and areas of difficulty specific, areas of intervention and outcomes.
- St Joseph's Catholic Primary School is an inclusive school which adapts its environment to meet individual's needs. We have a creative curriculum throughout school which is taught through topics. A differentiation curriculum, with conscious regard to the particular learning needs, is in place in each class. There is targeted support for groups or individuals working alongside the rest of the class. This may be individual or small group support separate to the provision within the classroom. This may be measured using a baseline assessment before work begins and a follow up assessment after a set period, if deemed appropriate.



Who makes the decision about how much support my child will receive?

- Teachers attend termly progress meetings to discuss the needs of all individuals in the class and support is allocated according to need. If it is felt a child needs increasing support, the SENCO may discuss this with the Family of schools and additional funding may be given in accordance with agreed criteria for Nottinghamshire Schools.



How will my child be included in activities outside of the classroom?

- We want all our pupils to benefit from the education we offer. Children with special educational needs have access to all extra-curricular activities as offered to all children. For example: Residentials in Y5 and Y6, lunch time clubs, after school clubs, etc. Where it is beneficial for a parent to participate alongside their child, we will approach the parent at the planning stage. Nurture support is available at playtimes and fun fit/alpha-fit is available for children who require it.
- Medicines are administered in line with our school policy; there is a medical care plan in place for all children identified as needing this. Personal care is provided also in line with our school policy.

What can this school offer for the wellbeing of my child?

- Nurture support is available at playtimes and lunchtimes. Additional intervention may take place utilising PHSE resources to support where necessary. The school employs a Family Support Worker who supports provision at playtimes and lunchtimes and liaises with families.



Meet the SENCO!

- Mrs Sinead Broad is the school's SEND-Co and she can be contacted via the school office – 01623 860392.



What training have staff at this school had to be able to support my child?

- A range of training has taken place as a whole school and as individuals. We work closely with specialist services who train, guide and advise us, so that we deliver the best support for a child with SEND. During 2016-17, the following training has taken place:
- Nurture group support (SBAP)
- Closing the gaps
- Manual handling (MAPA)
- Attachment disorder
- Alcohol foetal syndrome
- Precision teaching
- First aid training
- PIVATS
- AET progression framework
- SENCO network
- Ready For Secondary (R4S)



What specialist services and expertise are available to this school.... Who can help us?

Currently being accessed:

- Schools and Family Services (accessed through the family Springboard process)
- Educational Psychology Service (accessed through the family Springboard process)
- Physical Disability Specialist Services (PDSS)
- School Behaviour Partnership (SBP)
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- CAHMS – Emotional Health and Well-being Service
- School nurse
- Social Services
- Children's Centre
- Small Steps Service



How accessible is the environment at this school?

- Part of the school budget is allocated to equipment and facilities to support pupils with special educational needs. The school is fully wheelchair accessible.
- Specialist equipment is accessed through the Physical Disability Specialist and Occupational Health Services.



How can I be involved in my child's education? How will I know what's happening?

- At St Joseph's Catholic Primary School, we recognise the vital and pivotal role that parents play in the education of their children and we strive to work in partnership. Parents are invited to their child's termly review, to discuss their provision and progress and discuss outcomes for the next period of time.
- Parents are welcomed in to school to discuss progress and/or specific needs with the class teacher.



How will my child be involved in their education?

- Regular daily discussions take place between pupils and their class teacher and teaching assistant.
- Prior to a review meeting with parents, children will be invited to discuss what has worked well for them and how they feel about their education. Depending on the age and need of the pupil this will be recorded in different ways.



Meet the SEN Governor!

- There are a wide range of governor training opportunities both in and out of school. The SENCO accesses information available from outside agencies where necessary and shares them with Mrs Moundsey, our SEND Governor. She also works with the SENCO during monitoring visits about different agencies the school may be involved with however individual pupils will not be discussed.



How does this school help pupils starting school and moving on?

- The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. See Admissions policy for more information.
- Robust transition arrangements are in place to ensure a smooth transition. Teachers meet to share academic and well-being information with the new class teacher. The children all have an opportunity to meet their new teacher and to be in their new classroom during the planned transition day in the summer term. Additional transition arrangements may be in place for identified pupils.
- Transition to Secondary School is carefully planned and personalised through close liaison with the Secondary SENCO and is tailored to meet an individual's specific needs. Additional funding (Transition funding) may be accessed to ensure smooth transition between Primary and Secondary school.

