

St. Joseph's Catholic Primary School
Special Educational Needs/Disabilities (SEND)
Information Report 2017/18.

As a school we work within the Wandsworth guidance on Provision for children with SEND in mainstream schools which explains the ways pupils/children/students with different additional needs are provided for within the school. We also follow our 'Equality' and 'Accessibility' policies.

Inclusion Statement

At St. Joseph's Catholic Primary School, we believe that every child deserves the best possible education and the opportunity to become the best learner they can be. Adults and children work together to create an environment in which all pupils, regardless of their particular needs, can flourish and achieve their true potential, both academically and socially. This is achieved through:

- * Quality first teaching delivered to meet children's different learning styles
- * The support of well-trained Teaching Assistants
- * Provision to support children within the different categories of need – Cognition and Learning difficulties, Communication and Interaction difficulties, Social, Mental and Health problems and Sensory or Physical needs

At St. Joseph's Catholic Primary School our SEND/Inclusion Co-ordinator is:
Lorraine Parker. She can be contacted on 020 8874 1888
or email senco@stjosephsrc.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

- * Arrange a meeting with the class teacher and/or SEND/Inclusion Co-ordinator to talk about your concerns
- * Together decide on a plan of action and set a review date if necessary
- * If there are still concerns, discuss the involvement of other agencies eg Speech and Language Therapist, School Nursing Service, School Educational Psychologist - Bruce Eglinton.
- * If at any point you are still concerned or worried, contact Lorraine Parker, SEND/Inclusion Co-ordinator.

How does the school decide whether a child has special education needs and what extra help they need?

- * If a child starts at St. Joseph's with already identified SEND, we will work with parents and past schools, nurseries and professionals to put a programme, provision and targets in place to meet the needs of your child.
- * At St. Joseph's Catholic Primary School, we review children's progress 6 times a year.

This is called a Pupil Progress Meeting and includes the Head Teacher or Assistant Head, Class Teacher and SEND/Inclusion Co-ordinator. Academic Progress is reviewed and new provision/focus groups put in place. This is also a platform for raising concerns in other areas eg social and emotional wellbeing, problems with movement/handwriting etc.

- * If the targeted intervention or extra support has had no impact after a term and your child is continuing to experience difficulties
OR if the difficulties are learning and your child is working below where they should be after a term of extra support, he/she will be placed on the Special Needs Register.
- * This is nothing to be alarmed about. Your child will have targets set termly on a Provision Map, ideally with parents and child present, which will be reviewed, together with the provision.
- * It is of course possible for you and/or the class teacher to raise concerns about progress/other difficulties in school outside of the times mentioned above. If this is the case, meetings will be arranged and actions set in place.

How will I know how my child is doing and how will you help me to support my child's learning?

- * Parents evenings are held each term ie Autumn, Spring and Summer.
- * Teachers' written reports are completed at the end of the academic year.
- * If your child is on the Special Needs Register, their targets will be reviewed termly. All parents will be invited to join these reviews to share their ideas.
- * If your child has an Education and Health Care Plan (EHCP) which replaces the old Statement of Special Educational Needs, this will be updated yearly at an Annual Review.
- * If your child has other professionals involved, eg Speech and Language therapist, they may provide separate targets and reports for your child.
- * If there is a need for a more holistic approach with the advice and input of other agencies, a Team Around the Child Meeting (TAC) may be called.
- * If you need support with how to help at home, we run parent groups for ESOL. Your child makes the best progress and thrives when staff and parents work together and we do have an open door policy – but please make an appointment with the Class Teacher or SEND/Inclusion Co-ordinator.

How will my child be involved and consulted?

- * All children at St. Joseph's are aware of their targets and have a direct input into their learning. The feedback and marking policy includes self- assessment where teachers write questions and challenges for children to answer and move their learning forward (Next Steps Marking).
- * Children and teachers review the targets.
- * If your child has targets as part of their Provision Map ie they are on the Special Needs Register, they will be involved in reviewing and setting new targets, wherever possible.

How do you assess and review my child's progress?

- * All children's work is marked using Next Step marking. This encourages children to be reflective and learn how to improve their own work and make progress.
- * Children are assessed every half term. A Pupil Progress Meeting is held with

The Head Teacher, Assistant Head and SENCo. Children's progress is tracked and if they are not making sufficient progress, interventions are put in place to try and close the gap. This could be teacher focused groups or out of class interventions, either in small groups, pairs or 1:1. If your child is working a level below the expected after a term of intervention they will be put on the SEND register. If their difficulties are within other areas eg Speech and Language or motor skills, their progress will be tracked using different criteria, based upon whether they are achieving their targets in the area of need.

- * Books are moderated termly to ensure consistency in marking and levelling.
- * As mentioned above, if children have SEND their targets are reviewed termly following the Assess, Plan, Do, Review system.
- * EHCPs (which replaced Statements) are reviewed yearly.

How is teaching and the curriculum adapted to my child's needs?

- * It is every teachers' responsibility to deliver Quality First Teaching which is differentiated, provides challenge and support and adapt resources as necessary to meet the needs and different learning styles of all children.
- * Some children may still need extra support so this is provided through interventions such as extra reading and/or maths, Speech and Language Therapy, paired work to fill gaps in knowledge/misconceptions.
- * We have a large group of support staff. They are deployed according to their expertise and the needs of the children as identified at the Pupil Progress Meetings.
- * Flexible groupings – some sessions are taught in ability groups, some are mixed groupings. Children work in pairs to support and challenge each other. Sometimes year groups are mixed with older children helping younger ones and adults support different groups dependent on need.
- * Multi-sensory methods of teaching are used to accommodate all learning styles – visual, auditory and kinaesthetic (hands on). Many lessons are practical and involve movement so children are not just sitting at their tables writing.
- * Staff receive professional development and training in many different areas of SEND. They liaise with outside specialist agencies to gain their expertise in different needs and approaches to learning. These professionals may also offer advice in specialist equipment and resources for different needs.

How we support children with their literacy and numeracy development:

- * Children's progress is recorded and updated half-termly on Assessment Manager (an online assessment tool).
- * Teachers and support staff target different groups in numeracy and literacy as identified in Pupil Progress Meetings.
- * Interventions are put in place termly – these include: 1:1 reading support from a Specialist Wandsworth Literacy Support teacher, a Beanstalk Volunteer or teachers/learning support assistants (LSA) delivering short catch up groups and extra phonics. In Numeracy, trained LSAs deliver Brunel Maths for higher achieving children and 'Catch Up' groups for identified pupils. We also use the expertise of other professionals to support with behaviour and emotional wellbeing (Examples of these are listed near the end of this document).
- * Some children may have different learning tasks planned by the Class Teacher/SEND/Inclusion Co-ordinator and Teaching Assistant.

How we support children with Speech, Language, Interaction and Communication needs:

The Speech and Language Therapist sets up a Care Plan with targets and recommendations which are implemented by Class teachers and/or Teaching Assistants.

- * In the Early Years, identified staff and the SENCo run 'Communication and Listening' groups.
- * When necessary, the Speech and Language Therapy Service deliver small group sessions in school.

How we support children with their handwriting and fine motor skills:

- * In the Early Years, this is part of individualised learning, ie if a difficulty is detected, the staff will set up an activity based on the interests of your child to encourage him/her to practise.
- * Handwriting sessions – use of the school Handwriting Scheme.

What support is there for my child's emotional well-being?

- * We have skilled and approachable staff. Children are aware that they can talk to whoever they feel most comfortable with – this may not necessarily be the class teacher.
- * We have Place 2 Be, a unique integrated school-based Counselling and drop-in service supporting children, parents, teachers and school staff. A trained School Project Manager together with her 4 trained Volunteer Counsellors, are a trusted part of our school community. Place2Be supports children whose emotional issues and behaviour impede their learning and helps them to overcome their difficulties in and outside of school. Place2Be's trained Counsellors work in the way that is most appropriate for each child. For our children this involves therapeutic approaches which encourage the child to express her or himself in non-verbal ways for example through artwork and play.
- * Our School Educational Psychologist supports children, parents and school staff with Social and emotional aspects of learning.

How do you promote positive behaviour?

- * Our Catholic ethos promotes self-discipline and awareness. Adults act as positive role models at all times and children are very well behaved. Our 'Behaviour and Discipline' Policy' is adhered to by all and is available on request.
- * During playtimes we have trained staff to lead activities and games. The playground is set out in key stages with age-appropriate equipment, offering the children a stimulating and exciting play environment.
- * The Behaviour and Learning Support Service is nearby and they offer their expertise should children need a little extra support. This is through a referral system.

What training and specialist skills do the staff supporting children with SEND have or receive?

- * All staff have continuing professional development with ongoing support and advice from specialist agencies.
- * All Teaching Assistants, working with children on specific areas eg Speech and Language therapy, are trained by the associated therapists.
- * Support staff undergo or continue training as part of their Performance Management.
- * Staff receive training from Outside Agencies eg from the Educational Psychology Service, Autism Advisory Service at Garratt Park School, Wandsworth Hearing Support Service (WHSS).

How do you make the school environment and curriculum accessible for all children?

- * All children will join in with physical activity with adaptations made as and if necessary.
- * Environmental adaptations for learners with ASD/sensory needs are used when needed eg a quiet area, a seating wedge, visual timetables.
- * General equipment is used/bought in where needed eg reading rulers, move 'n' sit cushions, sloping writing tables, iPads.
- * ICT equipment and software is bought to meet the needs of different learners and ICT is used as a preferred method of recording where appropriate.
- * SATs and Test access arrangements are made in response to guidelines for assessing children with SEND.
- * We use Soundfield systems for children with hearing impairment.

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

- * We run a breakfast club and a variety of after school clubs. Adaptations will be made as and if appropriate.
- * School trips are accessible to all with the necessary risk assessments made beforehand to ensure all children remain safe.

How will the school prepare my child to join the school or transfer to a new school?

- * If your child is joining our school we will liaise with their previous nursery/school to ensure a smooth transition. This often involves visiting your child in their home/school and offering them a visit at St. Joseph's Catholic Primary School before they start full time.
- * The school holds annual meetings for parents about the secondary transfer process.
- * The SEND/Inclusion Co-ordinator takes part in the Local Authority Primary Secondary transfer day to ensure secondary schools have details of children's SEND.
- * When moving classes in school, teachers liaise with each other and with you as a parent, again to ensure a smooth transition for everybody.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

St. Joseph's school has excellent working relationships with a range of other professionals who might be able to support your child. These include:

- * Speech and Language Therapy Service (SALT)
- * Occupational Therapy (OT)
- * Educational Psychologist (EP)
- * Place2 Be (P2B)
- * Child and Adolescent Mental Health Service (CAMHS)
- * Behaviour and Learning Support Service (BLSS)
- * Early Years Inclusion Team at Early Years Centre (EYC)
- * Wandsworth Hearing Support Service (WHSS)
- * Wandsworth Literacy/Numeracy Support Service (WLNSS)
- * Garratt Park Advisory Service (GPAS support for pupils on the autistic spectrum and their parents/teachers)
- * School Nursing Team, Aspire Centre.
- * Family Recovery Project.(FRP)
4Children – Family support.
- * Other therapies eg play therapy are part of the Local Offer if they are needed.

Your child and you/your family are at the heart of the SEN Support process - The Graduated Approach.

If additional specialist support is needed for your child the Inclusion/SENCo will only seek such support with your parental consent.

Some professionals require an **Early Help Assessment (EHA) referral** to be completed by the school. The Inclusion/SENCo will complete this with you. This is simply a gathering information exercise that acts as a referral to particular professionals and is required proof of your permission for them to work with your child. Thereafter you the parent/ family, the school and the specialist support professional work together to review the overall impact of the support and revise your child's plan in the light of progress and outcomes.

What will you do if my child has medical needs?

- * We will meet with you first to discuss your child's medical needs and any training implications for staff.
- * We will meet with you and the school nurse to put a Medical Care Plan in place.
- * We will ensure that the appropriate staff are aware of the medical needs and that they know what to do in an emergency.
- * We will make sure that we have all the necessary equipment.
- * We will have an assigned 'champion' linked to your child, where possible.

What should I do if I am unhappy with my child's support or progress?

- * Arrange to meet with the Class Teacher/SEND/Inclusion Co-ordinator.
- * If you are still unhappy, discuss the issue with the Head Teacher.
- * The Chair of Governors is the next person to be informed in writing .
- * If your complaint is still unresolved, you need to contact the Local Authority - see below:
http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint - maintained schools.

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint/2 - free schools and academies.

*

Where can I go for further advice and support?

- * The Wandsworth Parent Partnership Service (Information Advice Support Service for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061.
- * The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260.
- * More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information website at <http://wandsworth.childrensservicedirectory.org.uk/> Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

To be reviewed September 2018.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email: senco@stjosephsrc.wandsworth.sch.uk