

# ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL



**St. Joseph's School is a learning community where the spiritual, moral, intellectual, social and physical development of the children is nurtured and developed, in a secure environment, based on Gospel values of God's Kingdom, revealed through Jesus and the teaching of His Church.**

**The school is committed to giving recognition, respect, understanding and value to each individual within the community and to fostering the development of personal and interpersonal growth in an atmosphere of trust and openness.**

## SEN Information Report

# SEN INFORMATION REPORT

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## **Introduction**

Our **SEN Information Report** – which is part of Durham County Council's Local Offer – provides details about how we support children and young people with Special Educational Needs in our school.

The SEN Information Report was reviewed and updated on 25 September 2018.

## **School Ethos and approach**

At St. Joseph's Catholic Primary School, we are inspired by our Catholic faith and practice. We are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs (SEN). Our School is committed to anti-discriminatory practice to promote equality of opportunity, prevent disabled pupils from being treated less favourably and valuing diversity for all children and families.

This SEND Information Report should be read alongside the school's SEND Policy, the Equalities Information and Objectives and the Accessibility Plan.

## **Key Contacts**

- Mrs. A. D. Thorpe is our headteacher and can be contacted by calling 01207 232624, or by emailing [a.thorpe@stjosephsstanley.co.uk](mailto:a.thorpe@stjosephsstanley.co.uk)
- Mrs. M. Haveron is our SENDCo and deputy headteacher and can be contacted by calling 01207 232624, or by emailing [m.haveron@stjosephsstanley.co.uk](mailto:m.haveron@stjosephsstanley.co.uk)
- Mrs. P. Gibson is our designated SEND governor and can be contacted by calling 01207 232624, or by emailing [stanleystjoseph@durhamlearning.net](mailto:stanleystjoseph@durhamlearning.net)

## **SEND Admissions**

For information on the admission of pupils with a disability, please visit the School Admission section of our website and view the **Accessibility Plan** in our School Policies section.

If you would like to discuss your child's SEN in more detail please contact the school to arrange an appointment.

The full range of local support available for children/ young people with SEND and their families within and outside of school can be found in the County Durham Local Offer

## **Our SEN Provision**

There are four broad areas of special educational need, these are:

- **Communication and Interaction**  
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**  
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**  
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**  
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

### **The kinds of SEN that are provided for:**

At St. Joseph's Catholic Primary School, we have experience of supporting children and young people with a wide range of need including:

#### **Communication and Interaction**

- Speech, Language and Communication Needs (SCLN)
- Autism Spectrum Condition (ASC)

#### **Cognition and Learning**

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)

#### **Social, Emotional and Mental Health Needs**

- Mental Health Difficulties
- Social and Emotional Needs

#### **Sensory and/or Physical needs**

- Gross and Fine Motor Needs
- Sensory Processing Needs
- Hearing Impairments
- Visual Impairments
- Physical Disability
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

## **Our approach to teaching children & young people with SEN**

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The Curriculum also includes the social aspects that are essential for lifelong learning, personal growth and development of independence.

At St. Joseph's Catholic Primary School we:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Support pupils to gain in confidence and improve their self-esteem.
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Identify, at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- Give every child the entitlement to a sense of achievement.
- Regularly review the policy, procedures and practice in order to achieve best practice.

## **How we adapt the curriculum and learning environment for children & young people with SEN**

At St. Joseph's Catholic primary School, we believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

Some of the actions we may take to achieve this are:

- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Modify the curriculum to meet individual needs.

- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the [School Policies](#) section of our website.

At St. Joseph's Catholic Primary School, we ensure that all children are offered the opportunity to participate in activities outside the classroom and extra-curricular activities. We ensure that reasonable adjustments are made in order to enable children with SEND to access a full curriculum and enrichment experiences. We are prepared to seek advice, resources, equipment and training in order to provide high quality experiences for our children. We also seek appropriate support and advice from the settings for our excursions and ensure that specific risk assessments are in place prior to any outings or visits. As a school, we ensure that suitable and accessible transport is provided and that comprehensive risk assessments cover travel arrangements and activities in order to ensure that all children are safe during excursions.

### **How we identify, assess and review children with special educational needs**

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called **Quality First Teaching**.

#### **Early Identification of Need**

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers, pupils
- Consult with relevant external agencies
- Use assessment tools & materials
- Use observations
- Use Short Notes
- Other

#### **SEN Support**

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of "**Assess, Plan, Do, Review**".

This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach every child with SEN will have an individualised SEN Support Plan that describes the child's needs, outcomes & provision to meet those needs. Parents/carers and child/YP (where appropriate) views are integral to this process.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

The purpose of an EHCP is to make special educational provision to meet special educational needs of the child or young person, to secure the best possible outcomes for them across education (SEND Code of Practice p.142). It is a legal document that describes a child or young person's special educational, health and social care needs.

For more detailed information see the [Local Offer](#). We currently have one EHC Plan in place at St. Joseph's.

### **Details of Identification and Assessment of Pupils with SEN**

At St. Joseph's Catholic Primary School, termly assessment is carried out and by staff who work together to moderate children's work. This moderation is supported by the Local Authority on a regular basis. The school uses a tracking system to analyse data and to identify gaps in children's learning and to plan appropriate intervention when required. Different children require different levels of support to diminish the difference and to achieve age related expectations.

Children/young people may join St. Joseph's with a need already identified, and with parents/carers having a clear understanding of their child's needs. As a school we see parents as partners in their child's educational journey. In this case we work together with parents/carers, the young child and education, health and social care professionals to design an individualised SEN Support Plan that describes the child's needs, outcomes & provision to meet those needs. Parents/carers and the child's views are integral to this process.

In other cases school staff may identify a concern that parents have not previously been aware of. In these cases, the class teacher, alongside the SENDCo, will discuss the child's needs and a meeting with parents/carers and the child will be arranged at the earliest opportunity. During this meeting a **Short Note** will be completed, with agreed outcomes for the child/young person and next steps. A 'Short Note' is the step prior to a full 'Support Plan' on our 'graduated approach' to SEN support and means that we have identified concerns for a child, put interventions in place and made parents aware. The interventions in place will be reviewed at the end of each term (often more frequently) and, depending on impact, children may be given a full SEN support plan. Often these children respond well to interventions and 'catch up' sufficiently to allow them to return to 'quality first teaching' in class with the majority of their peers. Many children who currently have a 'Short Note' in place have previously had an SEN support plan but no longer require a full plan because they've made such pleasing progress. However, we continue to monitor them via the 'Short Note' in order to ensure that this progress is sustained over time.

For some concerns, we may discuss the involvement of specialist support, for example, Education Psychology, SENDIASS (support for families) or Occupational Therapy. It is important to understand that the involvement of professionals does not always seek to 'label' or 'diagnose' children but to seek advice or strategies to help them to reach their full potential.

As part of this approach every child with SEN will have an individualised SEN Support Plan that describes the child's needs, outcomes and provision to meet those needs. Parents/carers and child's views are integral to this process.

For further information please view or download our **Accessibility Plan** which can be found in the [School Policies](#) section of our website.

## **How children with SEN engage in all activities?**

We enable all children to engage fully in all aspects of school life. To do this, we:

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Ensure that all pupils have access to the school curriculum and all school activities.
- Ensure every child has the entitlement to a sense of achievement.

## **How we evaluate the effectiveness of SEN Provision**

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice
- Book scrutinies
- SENCO/SLT/Governor monitoring
- Lesson observation
- Performance management

## **Support for Emotional & Social Development**

At St. Joseph's Catholic Primary School, we consult with a wide range of agencies and partnerships to ensure the Emotional and Social Development needs of SEN children are met. Inspired by Catholic values, staff believe that high self-esteem is crucial and aim to support and promote the emotional wellbeing of all children. On a daily basis the class teacher is responsible for the pastoral and social care of every child in their class, therefore, this would be the parents' first point of contact should further advice or support be required. Mrs. M. Haveron (SENDCo/Deputy Headteacher) is also available to provide early help and an additional layer of pastoral care for pupils and their families.

At St. Joseph's, we have a school counselling service (SH Counselling) available to pupils on a weekly basis. Parents/carers wishing to seek counselling for their child should contact Mrs. M. Haveron (SENDCo).

We also run a variety of intervention groups to ensure that SEMH needs are met. These include:

- Lego Therapy Sessions
- Social Skills Intervention
- Relax Kids
- Various community based projects
- Art therapy
- Gardening
- Cookery



St. Joseph's Catholic Primary School has, and maintains, close links with Durham Local Authority, Occupational Therapy, CAHMS (Child and Adolescent Mental Health Service), School Nursing Service, Social Services and Medical Professionals. We have several meeting spaces and often hold multi-professional meetings in school so that parents/carers are comfortable in the school environment and the child can join us easily, if it is appropriate.

As a school we have a very positive approach to managing behaviour and a clear 'House Points' reward system that is followed by all staff and pupils.

## **Looked After Children with SEND**

Mrs. M. Haveron, our SENDCO, is also our Designated Teacher for Looked after Children. She works to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

Looked After Children with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the **Assess, Plan, Do, Review** cycle. The process will start with a Short Note and, following the identification of need, a SEN Support Plan or EHCP to meet the requirements of the pupil will be put in place, alongside a PEP (Personal Education Plan).

When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or, in the case of an emergency placement, within 10 working days. The PEP is a record of what needs to happen for looked after children in order to enable them to fulfil their potential. It must reflect any existing education plans, such as an EHCP, SEN Support Plan or Provision Mapping. The PEP should also reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

Our Designated Teacher for Looked After Children is Mrs. M. Haveron who can be contacted on 01207 232624 or emailed: [m.haveron@stjosephsstanley.co.uk](mailto:m.haveron@stjosephsstanley.co.uk)

## **SEN Transition**

Effective transition at all stages is essential to ensure that children feel safe within the learning environment. At St. Joseph's, we have systems in place to ensure that transition is as smooth as possible for all of our pupils.

### **How we support children with SEN starting at our school**

Transition from Nursery to Reception is a big step for both our children and their parents/carers. We aim to support our families through this important stage in a number of ways. Mrs. M. Quiney, our EYFS lead and Reception Class teacher, has very close links with our feeder nurseries and ensures she visits all pupils due to start at St. Joseph's in their nursery setting prior to them starting school. Following this, parents will be invited to visit school for an induction evening. During induction parents will meet key staff and listen to short presentations by relevant parties. All children who are starting Reception in September will be invited to attend a 'Moving Up' Morning in the summer term. They will attend for half a day to meet our staff and explore St. Joseph's Early Years provision. We also run a 'School Start' trail during the summer term for our new families (a treasure trail which enables pupils and their families to familiarise themselves with the key areas around school).

If your child joins our school during a Key Stage or mid-way through the academic year, systems are in place to aid their transition from their previous school. When you visit our school, the Head Teacher, Mrs. A. D. Thorpe, will give you a tour and your child will have opportunities to see their new classroom and meet

their teacher. If your child has SEND, our SENDCO will liaise with the SENDCO from your child's previous school to ensure that we have the required information to enable us to support your child fully. It would be beneficial if you could discuss your child's needs with us and share any information you have when you visit.

### **How we support children with SEN moving between classes in our school**

At St Joseph's we work closely across the school so children become familiar with each staff member. Transition is treated the same at every juncture and children are given the opportunity to take part in 'Moving Up', where children spend time with their new class teacher in their new classroom. During the summer term, staff meet to share information and, for those children who require provision that is additional to or different from quality first teaching, we make additional arrangements to support transition. This can include spending additional time in their new classroom, visiting their new classroom with their current member of support staff, beginning transition arrangements earlier in the Summer Term or photographs of their new classroom to take home and talk about with Parents and Carers during the Summer holidays. The support provided is tailored to the needs of individual children and will be discussed with parents/carers and the child.

### **How we support children/young people with SEN leaving our school**

If your child leaves St. Joseph's at any point, the SENCO will ensure that all SEND information is passed onto the next school to ensure that they are fully aware of any additional needs your child may have.

Once Secondary School places have been allocated, we work closely with Transition Workers from **any feeder schools**. The vast majority of our pupils from St. Joseph's transition to St. Bede's Catholic School and Sixth Form College, with whom we have very strong links. Mrs. B. Meggeson from St. Bede's meets with relevant school staff, including Mr. M. Grogan (Assistant Headteacher and Year 6 Teacher), to discuss each pupil and their needs. St. Bede's staff also visit St. Joseph's and deliver sample lessons during the summer term prior to our pupils visiting St. Bede's for taster days and Welcome Mass.

As part of our transition package, the SENDCO will ensure that all SEND information is passed onto the next school to ensure that they are fully aware of any additional needs your child may have. The SENCO will work closely with families to ensure that the needs of the individual are met to the best of her ability. For example, extra transition visits for both parents and pupils, involvement of SENDIASS (formerly Durham Parent Partnerships) or support around the social or emotional well-being of the pupil.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

## **SEN Specialist Expertise**

### **SENCO and SEN Staff**

Our SENCO is Mrs. M. Haveron.

It is the SENCO's job to:

1. Oversee the day-to-day operation of the school's SEN policy
2. Liaise with the relevant Designated Teacher where a looked after pupil has SEN
3. Advise teachers on using a graduated approach to providing SEN support
4. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
5. Liaise with parents/carers of pupils with SEN

6. Liaise with and be a key point of contact for external agencies
7. Ensure that the school keeps the records of all SEN pupils up to date
8. Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements.

More details of the SENCO's role can be found in the **SEN Policy** which you can find in the [School Policies](#) section of our website.

### **External Specialists and Other Bodies**

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

These include:

- [Durham SEND Information, Advice and Support Service](#)
- Educational Psychologist
- School Nurse-Alison Johnson
- Stanley One Point
- SH Counselling Service
- Occupational Therapy
- Cognition and Learning team
- ASD Team
- Behaviour Support Service
- Medical Services
- CAMHS

### **How We Secure Specialist Expertise**

At St. Joseph's Catholic Primary School, we receive a notional SEN budget from the Local Authority and this is used to support children and young people with SEND by offering a wide range of intervention and enhancement programmes within school and through our partnerships with other agencies and

professionals within the Local Authority. This is monitored each term by the Governing Body. Where necessary, our SEN budget is used to buy time with external specialists.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

A Costed Provision Map will be developed in liaison with the child, young person, parent or carer.

## **Consulting with our SEN Pupils, Parents & Carers**

### **Consultation with Children and Young People with SEND**

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their outcomes and discussing them with the class teacher/SENCO. The children have regular meetings with staff to discuss their progress and support.

### **Consultation with parents and carers of children and young people with SEND**

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through regular reviews of their child's SEN Support Plan/ EHC Plan.

## **Compliments, Complaints & Feedback**

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience.

We would also like your views about the content of our SEN Information Report. If you would like to comment please complete the online form in the [Contact Us](#) section of our website.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern, the process outlined in the school **Complaints Policy** should be followed.

Further information can be found in the **Complaints Policy** in the [School Policies](#) section of your website or by visiting the [Durham SEND Information, Advice and Support Service](#) website.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

## **Key Policies**

All of our school policies can be found on the website but the most important ones for parents of children with SEND are listed below:

- SEND Policy
- Equality Information & Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Complaints Policy

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.