

## SPECIAL EDUCATIONAL NEEDS POLICY and LOCAL SEN OFFER 2015 / 2016

The mission of St. Joseph's School is to promote a full understanding of the Catholic Faith and in so doing to reflect the teachings of the Gospel and the love of Jesus in the daily life of the school. This means that all individuals within the school should be treated with love and respect. We are committed to serving our community and local area. In doing so we reinforce British values, which are taught in line with Gospel values. We see our role to develop all of our pupils as a crucial element of our mission statement. This policy sets out how we work with our pupils who are identified as having Special Educational Needs, it has been agreed by staff and governors and is upheld by everyone within the school.

### INTRODUCTION

Provision for children with special educational needs is a matter for **St. Joseph's Catholic Primary School** as a whole. In addition to the Governing Body, the school's Head Teacher, the SENCO and all other members of staff have an important day-to-day responsibility. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. St. Joseph's Catholic Primary School follows a broad and balanced curriculum. As part of our work with all children we are committed to the development of communication supportive practices.

The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

### DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a **learning difficulty or learning difference** that calls for **special educational provision** to be made for them.

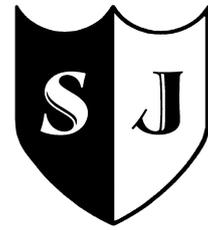
Children have a learning difficulty or difference if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

The SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all that are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow them to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.





The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. Pupil interviews are conducted to ascertain their views and preferences or anxieties. Inappropriate teasing of vulnerable children about their learning difficulties is not tolerated and this area is discussed in the pupil interviews.

### **Speaking and Listening**

Speaking and listening are fundamental skills upon which the educational development of our children depends. Through the development of oral and aural skills, pupils learn about language and this equips them to demonstrate and refine their learning.

A proficiency in spoken communication is the foundation for literacy as it is a key enabling skill of life. The spoken word is the overwhelming means by which we organise and experience our lives by building friendships, collaborating, negotiating, sharing ideas and seeking information.

The development of Speaking and Listening as skills for lifelong communication should be a crucial aspect of all teaching and learning experiences.

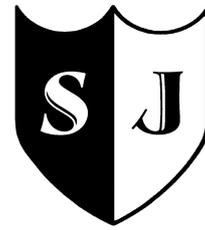
The development of communication, speaking and listening skills should be available to **all** pupils within their learning experiences at St. Joseph's.

### **ASSESSMENT**

Early identification and intervention is a priority. St. Joseph's Catholic Primary School will assess each child's current levels of attainment on entry in order to ensure that they build upon established learning. Social, emotional and behavioural difficulties also need to be recognised and addressed at the earliest opportunity. If the child already has an identified special educational need, this information will be transferred through feeder schools and liaison with SENCO's. The SENCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum, identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment to provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.





The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects. They will establish whether the problems they have in the classroom are due to limitations in their command of language or arise from special educational needs. In determining this, the teacher and SENCO will liaise with appropriate translators within or outside the school.

### **PROVISION**

At present St Joseph's employs teaching and non-teaching staff to work with children on the special needs register under the direction of the SENCO and Head Teacher. The LA also provides extra funding for the support of children with a Education Health Care Plan (EHCP). In meeting the needs of children we will provide at each stage:

- Initial assessment
- Differentiated work, RML, Phonics, SALT, Mathematics ability groups, small group literacy teaching, Wellcomm activities
- SEN Support – specific resourced support related to the child's IEP
- Enhanced SEN Support - specific support related to the child's IEP with outside agency involvement
- Termly reviews including parents, staff and children

### **THE ROLE OF THE GOVERNING BODY AND HEAD TEACHER**

The Governing Body and Head Teacher have the joint responsibility to:

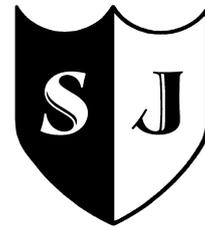
- Ensure that the school is undertaking its statutory duties regarding SEN, inclusion and the Special Educational Needs and Disability Act
- Set up appropriate funding and staffing for SEN provision
- Formulate and monitor the school policy for SEN
- Ensure with the SENCO appropriate staff and professional development
- Ensure that there is a named Governor(s) with responsibility for overseeing SEN. The named Governor for 2015 – 2016 is Mrs. Tracey Purshouse.
- Ensure that those who are working with children with an EHCP are aware of the nature of the child's SEN
- Ensure that the area of SEN is constantly under review in order that best practice is developed and maintained and that SEN is an integral part of the School Improvement Plan
- Report upon SEN matters in the Head Teacher's termly report and to the Curriculum and Standards Committee
- Ensure that the school operates a policy of inclusion, welcoming all children, regardless of SEN or disability.

### **THE ROLE OF THE SENCO**

The SENCO's responsibilities include:

- Overseeing the day to day operation of the school's SEN Policy
- Coordinating the provision for children with special educational needs
- Liaising with and advising colleagues
- Managing learning support staff
- Overseeing records of children with special educational needs





- Liaising with parents of children with special educational needs, possibly taking on a Key Worker role
- Arranging and contributing to in-service training
- Overseeing Inclusion Planning Meetings to discuss SEN provision
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and other appropriate agencies
- Creating and maintaining the special educational needs register
- Oversee the continuous cycle of assessment – plan, do, review
- Creating the school's information report to be published on the school website
- Managing SEN resources

### **THE ROLE OF THE CLASS TEACHER**

- To initially identify and assess the child's needs
- Provide suitable differentiated work to meet the child's needs
- Monitor the child's progress, set specific targets and inform parents
- Inform the SENCO if the child is still not making appropriate progress and provide evidence of the child's special educational needs
- Maintain the necessary records
- To be involved with outside agencies as and when necessary
- Inform parents when the child is placed on the special educational needs register
- To involve parents in the setting and review of targets

### **THE ROLE OF SPECIAL EDUCATIONAL NEEDS SUPPORT STAFF**

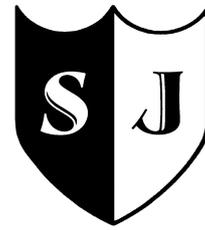
- With reference to the child's IEP, carry out work as directed by the SENCO
- To maintain records of work covered and examples of children's work so that progress can be assessed
- To take part in the review process, especially where this involves a child with a statement of special educational needs
- To keep records of work in order to highlight achievement or difficulties of individuals or groups.
- To liaise with the class teacher and the SENCO on matters of concern with regards to the child's work or behaviour.
- To regularly complete feedback forms to be returned to the SENCO

### **MONITORING CHILDREN'S PROGRESS**

Our system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the class. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider





- Is similar to that of peers starting from the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

### **RECORD KEEPING**

The amount of record keeping and its format will vary according to the stage at which the child is working on the special educational needs register. It is vital that as much evidence as possible is collected to support each stage. The SENCO will maintain a SEN folder containing each child's paperwork, a copy of the IEP (IBP) and any additional information. Teaching support staff will maintain records on the children they assist, containing the child's paperwork, IEP and additional information. Confidential documents are stored in a locked filing cabinet in the SENCO's room.

### **THE NATURE OF INTERVENTION**

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of the earlier assessment. This may include:

- Different learning materials, resources or special equipment
- Reorganising classroom environment
- Some group or individual support
- Adapting teaching approaches to address learning styles of individual pupils
- Staff development or training to introduce more effective strategies
- Access to LA support services for one-off or occasional advice on strategies or equipment.

### **A Graduated Approach to SEN Support (Assess, Plan, Do Review)**

If a member of staff has raised a concern about a specific child, there will be a process of Assess, Plan, Do, Review. Assessments will be completed, information will be gathered and then interventions put in place. After a period of six weeks the intervention will be reviewed. If the child still has needs then the cycle will begin again. If after a minimum of two cycles the child continues to need intervention they may then be placed on the SEN register. All of this is done in consultation with the child, parents and staff. The support they receive will be known as SEN support.

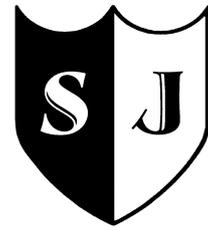
It may be necessary to involve other professionals at this point. Some children may be seen as having enhanced support if they are receiving wave 3 type interventions or if other professionals are involved.

### **SEN Support**

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher, in consultation with the SENCO, will provide interventions that are additional to those provided as part of the usual differentiated curriculum. This will be called SEN Support. The triggers for intervention for SEN Support will be, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities, makes:

- Little or no progress even when teaching approaches are targeted, particularly in their identified area of weakness





- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with school staff, the SENCO may contact them if parents agree. The SENCO will support the further assessment of the child, assisting in planning future support in discussion with colleagues and subsequently monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help their child and the outcome of this action.

### **INDIVIDUAL EDUCATION PLANS**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short term targets set for the child
- The teaching strategies and resources to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the IEP is reviewed)

The IEP will only record that which is additional to or different from the differentiated curriculum and will focus upon three individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed termly and parents views on their child's progress will be sought. Wherever possible the child will also take part in the review process and be involved in setting the targets.

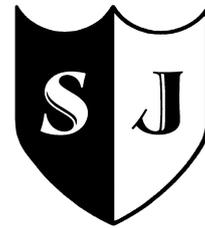
### **Enhanced SEN Support**

At Enhanced SEN Support external support services will usually see the child so that they can advise teachers on new IEPs, provide more specialist assessments, give advice on child's misconceptions and the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for Enhanced SEN Support will be that, despite receiving individualised support under SEN Support, the child:

- Continues to make little or no progress in specific areas over a long period (1-2 terms)
- Continues working at National Curriculum levels substantially below expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills





- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning, or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The delivery of the interventions recorded continues to be the responsibility of the class teacher.

### **SCHOOL REQUEST FOR A STATUTORY ASSESSMENT**

Where the school makes a request for a statutory assessment to the LA the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, evidence through SEN Support. This information includes:

- IEPs for the pupil
- Records of regular reviews and their outcomes
- The pupil's health, including the child's medical history, where relevant
- National Curriculum level attainments in literacy and mathematics
- Educational and other assessments
- Reports from support staff or an educational psychologist
- Views of the parents and of the child education welfare service
- Views of other services such as health or social services
- LA special educational needs documentation
- The relevant paperwork may be found on the Link Walsall

### **STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS / EDUCATION HEALTH CARE PLANS (EHCP)**

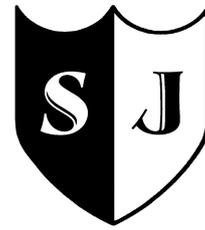
A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from the parent or a referral from another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, it may call for special educational provision, which cannot be reasonably provided within the resources normally available to the school. In these cases the LA may decide that the child's special educational needs will be met through a statement of special educational needs.

An EHCP will include:

- The pupil's name, address and date of birth
- Details of all the pupil's special educational needs
- Identification of the special educational provision necessary to meet the pupil's special educational needs
- The school's name and information
- Relevant non-educational needs of the child
- Information on relevant non-educational provision

All children with EHCPs will have short term targets set out in an IEP and these will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the EHCPs will continue to be the responsibility of the class teacher.





### **ANNUAL REVIEW OF AN EDUCATION HEALTH CARE PLAN**

All statements must be reviewed at least annually and should focus on what the child has achieved, as well as on any difficulties that need to be resolved. At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for parents to visit secondary schools and to consider appropriate options within similar time-scales to other children.

The SENCO of the receiving school should be invited to attend the final annual review during Year 6. This will allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and parents to be reassured that an effective and supportive transfer will occur.

### **CROSS PHASE LIAISON AND INCOMING PUPILS**

The details regarding children on the register of special educational needs are discussed with staff of receiving schools to ensure smooth cross phase transfer. Pupils who join St Joseph's during the school year will have their records from their previous school / nursery scrutinised and they will also be given internal reading and phonics tests and also mathematical skills tests in order to assess any possible special educational needs. The most vulnerable children with SEN need a structured transition procedure across Key Stages or into Secondary School. Careful consideration is given to access and physical adaptations that may be required as well as the resources, strategies and support arrangements. To ensure smooth and effective transitions the children have ample opportunity to become familiar with their new environment and teaching staff with guidance from external agencies where necessary.

### **PARENTAL COMPLAINTS**

Through the involvement of parents at all stages of the special educational needs process, we aim to keep them fully informed of the help provided to their children by the school and the LEA. If a parent has a complaint, they will be asked to make an appointment to see the class teacher and SENCO in the first instance, specifying their concerns. If the parent still has concerns after this meeting then they may make an appointment to see the Head Teacher. The Head Teacher may then be requested to discuss the grievance with the named special educational needs governor(s).

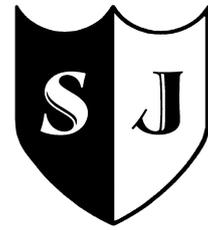
### **Policy Revision**

This policy was revised in September 2015 and was presented to Governors during Autumn Term 2015.



# St. Joseph's Catholic Primary School

## 'Growing in Faith, Faith in Growing'



### Our Local Offer for children with SEND

St Joseph's believes that all pupils should be respected and valued.

We strive hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs
- Can learn and make progress according to their individual developmental trends
- Are assessed using appropriate tools and guidelines
- Have equal access to resources, provision and interventions as needed

### Identification of Pupils with Special Educational Needs

Children may be identified as having SEN through a variety of ways including the following:

- Meeting with previous school or setting
- A child who is performing below age expected levels
- Concerns raised by parent
- Through termly Pupil Progress meetings with Teachers/SENCO/Head teacher
- Concerns raised by teacher e.g. behaviour affecting performance
- Liaison with external agencies e.g. physical/medical
- Health diagnosis through paediatrician/doctor

We believe that early intervention is extremely important in providing the best possible start for our pupils on their educational journey.

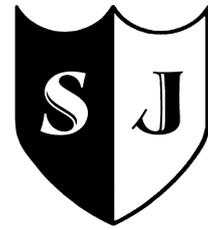
### The 'Areas of Need' Explained

#### Communication and Interaction

##### Attention and Interaction skills

- Pupils who have difficulties ignoring distractions.
- They may need reminding to stay on task and pay attention.
- They may need motivation to complete tasks and have difficulties in whole class situations.
- There may be peer relationship difficulties and interaction with others may not always be appropriate.
- They may not be able to initiate or maintain a conversation.





## Receptive Language / Understanding

- Pupils may have difficulties in processing spoken language and may need visual support.
- They may need repetition of language and some basic language needs to help with their understanding.

## Expressive Language/Speech

- Pupils may use simplified language and limited vocabulary.
- It may be difficult to follow their ideas or conversations.
- There may be difficulties in the speech sound system.
- Their grammar and phonological awareness might be poor and therefore their Literacy skills can be affected.

## Cognition and Learning

**Pupils may have difficulties with:**

- Language, memory and reasoning skills.
- Sequencing and organisational skills.
- Understanding number.
- Problem solving and concept development skills.
- Fine and gross motor skills.
- Independent learning skills/Exercising choice.
- Information processing/Decision making.

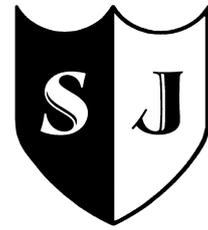
**It may be a specific learning difficulty such as dyslexia, dyscalculia, dyspraxia or dysgraphia.**

## Social, Mental and Emotional Health

**Pupils may have difficulties such as:**

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self image





## Sensory and / or Physical

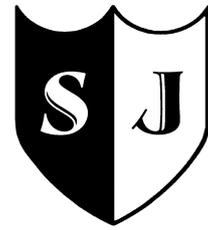
These pupils may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross/fine motor skills
- Visual/hearing impairment
- Accessing the curriculum without adaptation
- Physically accessing the building or equipment
- Over sensitive to noise/smells/light/touch/taste
- Toileting/self-care

## Assessment of pupils with SEND

- As a school we measure children's progress in learning against National expectations and age related expectations
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed
- As a school we track children's progress from entry at Nursery or Reception through to Year 6, using a variety of different methods including National Curriculum levels, age-related measures, P scales to assess progress in smaller steps and the Foundation Stage Profiles
- Children who are not making expected progress are picked up following termly assessment meetings, observations and IEP review meetings.
- At the IEP (Individual Education Plan) Review meeting, which are held once a term, we review the targets with staff, parents / carers, other professionals to share information, celebrate progress and achievement and plan next steps
- Parents / Carers of children who have a EHC plan (formerly a statement) will have an annual review to discuss their child's progress towards the statement (EHCP) objectives
- Our Head Teacher and Senior Leadership Team analyse the progress of every child each term, and these results are discussed with class teachers. The SENCO along with the class teacher plans targeted interventions for all children whose progress is causing concern, and writes an individual education plan for children whose needs fall outside normal classroom differentiation.

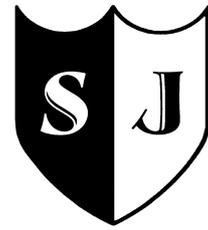




## Specialist and outside agency support

- Often we need to call in specialist or outside agency support which could be one or more of the following:
- Specialist advisory teacher-who assesses pupils and provides strategies for teachers/SENCO to make the most of the educational opportunities for every child
- Educational Psychologist (EP)-who assesses/observes pupils and works with staff/parents SENCO in order to support learning and identify areas of need and how best to support
- Speech and Language Therapy (SALT)-who come into school at least half termly to assess pupils individual communication needs and supplying school with targets/advice/strategies to support those children
- Behaviour Support Team-who provide support service in developing children's social and emotional skills
- Specialist Teacher/Advisor for Visual or Hearing Impairment -who work closely with school to provide training and support for children with specific needs and ensure they have appropriate resources and support needed to enable full access to learning
- Child & Adolescent Mental Health (CAMHS) -who can support children where there are concerns about their emotional well-being and mental health and can work with their families and carers
- Occupational Therapist (OT) - who work closely with the child, parents and teachers to develop practical approaches and find solutions to help children get the most from life, whether at school or in the home
- Physiotherapist - who give treatment based on the assessment of the child's needs and develop an individualised treatment plan
- School nurse - who comes in to discuss any health concerns
- Specialist nurses - who provide health care plans for children identified with specific needs
- Social care - who support children and families as needed
- Education welfare - who provide support for school regarding pupil attendance
- Parent Partnership - who provide clear and accurate information and advice to parents so that they can participate in decisions about their child's education and can offer support in accessing information regarding Statutory Assessment Requests





## Staff Expertise

Within school we have at least one Teaching Assistant based within each class and some work on a one-to-one/small group basis supporting those pupils with Special Educational Needs.

All of our Teaching Assistants are trained to deliver a range of intervention schemes, some of which include:

- Precision Teaching
- Plus 1/Power of 2
- Write Start Handwriting Programme
- WellComm screening and activities
- Literacy and Numeracy support
- Language and Communication support strategies

All of our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEN: specific learning difficulties (including dyslexia), Autistic Spectrum Disorder, speech, language and communication needs and behavioural, social and emotional difficulties.

One of our Teaching Assistants is a fully trained mentor.

Our staff are all able to use basic Makaton signs.

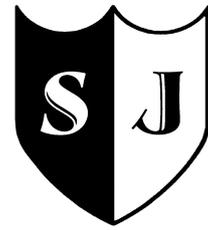
We use personal visual timelines or object timelines to help children understand what activity or part of the day is coming next.

The Special Needs Co-ordinator (SENCO) is Mrs L Waller. To contact the SENCO, ring the school number 0121 568 6496 and ask to speak to Mrs Waller or make an appointment at a convenient time that suits all those involved. Alternatively, you can contact the SENCO via email which is [lwaller@st-josephs.walsall.sch.uk](mailto:lwaller@st-josephs.walsall.sch.uk)

## Provision and Intervention

- In school we use IEPs (Individual Education Plan) or IBPs (Individual Behaviour Plan) to set targets and review progress
- We can use these targets to monitor pupils' progress academically against national/age related levels and update or adjust the IEP
- Children may move off the SEN register when they have 'caught up' or made sufficient progress
- It is the job of the SENCO to ensure that children on the SEN register are receiving the support that they need





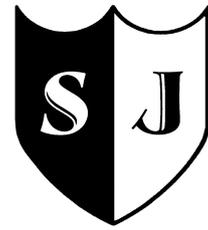
- We are an inclusive school so wherever possible children are taught alongside their peers in clear differentiated groups and teachers adapt their teaching constantly in order to cater for their pupils' needs
- When appropriate staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support
- We run a number of intervention groups throughout the school which cover areas such as phonics, literacy, maths and communication
- We also offer social communication groups and speech and language groups
- We also offer mentoring for children who have been identified with behaviour, self esteem, or motivation problems

### What extra support we bring in to help us meet SEN

#### How we work together collaboratively.

- We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- We get support from local authority services regarding training, policy and funding.
- Our local authority provides educational psychologist support for assessment, advice and training.
- Our local authority provides an early years advisory teacher who supports children with SEN when they make the transition to our nursery from pre-school settings.
- We have a Specialist Advisor/Trainer who works closely with staff, pupils and families in raising attendance and punctuality.
- We get support from speech and language therapy (SALT). We refer pupils for assessment if we believe they need a period of therapy.
- We liaise with the School's Health Advisor regularly.
- We get support from occupational therapy for pupils who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in meeting the needs of pupils with disabilities.
- Together we review your pupil's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions when appropriate.





## What other activities are available for pupils with SEN in addition to the curriculum?

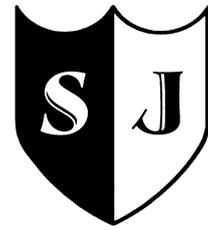
- We have a breakfast club with trained staff capable of looks after pupils with both special educational needs and disabilities.
- We have educational visits throughout the school year. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.
- We run 'Cool Kids' groups, which is an Occupational Therapy Programme.

## Transition

Our school provides a 'Toy Library' run by the Nursery teacher so that children can be part of our school community before they start Nursery.

- Also there are a series of stay and play sessions and parent / teacher meetings prior to joining Nursery so that any needs can be identified early.
- Our local authority provides an early years advisor who supports children with SEN when they make the transition to our Nursery from pre-school settings.
- Transition into Reception, and then into each successive year group, is supported by meetings, information, and taster sessions in each new class.
- Parents who are joining our school mid-term are encouraged to visit the school before they start.
- If a pupil is joining us from another setting, who has been identified with special educational needs, we can arrange a visit to observe them in a familiar environment
- We write individual transition plans in collaboration with staff and key professionals to ensure a smooth and supportive start to life in a new setting
- When transferring to Secondary school, a meeting is held between the SENCO of St Joseph's and the SENCO from the Secondary school to discuss each pupil on the SEN register to ensure a smooth transition.





- Also pupils attend induction days before leaving Primary school and the SEN children have an extra day so that they can become familiar with the new setting and staff at their chosen Secondary school.

#### How additional funding works

- Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.
- If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

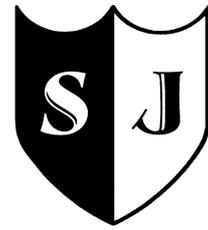
#### Children's Views

- We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- Our children are made aware of the support that surrounds them in school and they know who to talk to if they are worried or have any concerns they want to share.
- We have a buddy system that promotes peer-to-peer support for pupils with SEN
- Following IEP reviews the class teacher or SENCO talks through the targets with the child to ensure they understand how they can work to improve their learning.
- The SENCO/Advisory teacher carries out pupil interviews regarding SEN to ascertain pupil's views to ensure that their needs are being met.
- The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are. A problem shared is a problem halved. A problem identified is a problem solved.
- Our Parent Support Advisor is always available to support pupils every day



# St. Joseph's Catholic Primary School

## 'Growing in Faith, Faith in Growing'



### Support for Parents

Our PSA (Parent Support Advisor) is Mrs Davies and she can offer support and guidance to parents with any difficulties that they are experiencing in a friendly and non-judgemental way. She works closely with the SENCO to offer support to parents.

Including the following:

- Supporting parents with behaviour management
- Helping parents seek out resources and activities in the area
- Help with after school clubs
- Help with filling in forms or attending medical/CAMHS meetings
- Providing access to support groups such as MASH and Positively Special
- The Walsall Parent Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01922 650330.

### What parents / carers can do if they are not satisfied with a decision or what is happening.

- Our Parent Support Advisor or our SENCO are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the head teacher by arranging an appointment. If he cannot solve your issues, then you may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.
- If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the head Teacher.

The local authority has a multi-agency panel which considers unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 686200. Alternatively, the Parent Partnership Service (01922 650330) provide independent information and advice.

