



# St. Joseph's Catholic Primary School

'Growing in Faith, Faith in Growing'

The mission of St. Joseph's School is to encourage spiritual awareness, promote a full understanding of the Catholic Faith and foster the development of all the gifts and skills which the children in our care are endowed.

*"Disabled pupils and those who have special educational needs make good progress. This is because of the high priority the school gives to meeting their needs."*

-Ofsted

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## St. Joseph's SENCo:

- Mrs Lynn Waller (National SENCo Award achieved 2016)
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## Our school 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



## How do we identify 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.



## What are the 'Areas of Need' ?

### 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



## How do we assess pupils with SEND?

- As a school we measure children's progress in learning against National expectations and age related expectations
- We follow the ASSESS, PLAN, DO, REVIEW cycle as stipulated in the Code of Practice 2014
- 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 our STAT Sheffield tracking system, 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.



## What is 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 (Scott Johnson)-who assesses pupils and provides strategies for teachers/SENCO to make the most of the educational opportunities for every child
- Educational Psychologist (EP) Severine Thompson-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) Sarjit Basra-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 -Zelpher Ferguson and Lucinda McArthur-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
- Physio Therapist - who give treatment based on the assessment of the child’s needs and develop an individualised treatment plan
- School nurse -David Matthews- 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



## What expertise do our staff have?

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
- Rapid Reading and Rapid Writing programmes
- Makaton
- Dyslexia Awareness
- Visual awareness 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 Higher Level Teaching Assistants is a fully trained mentor, who delivers one to one mentoring and nurture groups.

One of our Teaching Assistants has completed the Foundation Degree in SEN.

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.

We actively use work stations for those children who need a personalised curriculum.



## What Provision and Intervention do we offer?

- 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 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 can we access and how can we work together to support our pupils with SEND?**

- 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 about 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 looking 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 have access to a mobile Library each week which all pupils can visit
- We hold regular workshops for pupils and parents to work together



## How do we support our pupils at times of transition?

Our school provides opportunities for children to familiarise themselves with different members of staff and different areas of the school.

- 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 does additional funding work?

- Schools receive funding for all pupils with special educational needs and we are able to provide for pupils 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 advisers, parents and school.



## How does St Joseph's listen to the views of our children?

- 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
- We have peer mediators who support all children at play times and lunch times
- 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



## Where can parents and carers get extra information?

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 **Information, Advice and Support Service (SEND) or IASS(SEND)** can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is **01922 650330** and their email address is [iasssend@walsall.gov.uk](mailto:iasssend@walsall.gov.uk)



## What can parents/carers 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 headteacher.
- The local authority has a multi-agency panel who consider 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 IASS (01922 650330) provide independent information and advice.