



St. Joseph's Catholic Primary School

'Guided by Jesus, Learning Together, Striving for Excellence'

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.

St. Joseph's SENCo:

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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
- Use of screening tools e.g. Wellcomm
- 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
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self-image
- Behaviour difficulties

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 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 will have an annual review to discuss their child's progress towards the 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.



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 -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
- 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
- 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 - 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 class based teaching assistants 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
- Letter join handwriting programme
- WellComm screening and activities
- Literacy and Numeracy support
- Language and Communication support strategies
- Read Write Inc (RWI) programmes
- Makaton
- Dyslexia Awareness
- ADHD 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); Autism; Speech, Language and Communication needs and Behavioural, social and emotional difficulties(SEMH).

Our Higher Level Teaching Assistants are trained in delivery precision teaching and other 1:1 interventions.

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) 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 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 our children are taught alongside their peers in with clear scaffolds to support their learning and teachers adapt their teaching constantly in order to cater for all their pupils' needs
- When appropriate staff can be 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 issues around motivation
- After school academic clubs are run in all KS1 and KS2 classes to support learning through pre-teaching of concepts to be taught at a later date or through reinforcement practice to support the learning in class.



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 with training, policy and funding.
- As part of the Catholic Partnership we receive training for SENCO and staff to support pupils' learning
- We purchase Educational Psychologist support from the Local Authority for assessment, advice and training.
- Our local authority provides an early years advisory team who support children with SEN when they make the transition to our nursery from pre-school settings.
- We access EWO services who work closely with staff, pupils and families in raising attendance and punctuality and we have access to Local Authority support to support children with attendance difficulties.
- We get support from speech and language therapy (SALT). We refer pupils for assessment if we believe they need a period of therapy. The SALT team work directly with pupils in school during regular visits each term and in clinic out of school
- We liaise with the School's Health Advisor regularly and access School Nurse services.
- 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 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.

- 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.
- Local authorities provide some early years advice and support 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.
- Transition booklets are also prepared with photographs of the new class teacher, new classroom and a social story so that pupils can read them during the 6 weeks holidays
- 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 before they start and liaise with their staff to be able to provide the appropriate support when they do start
- 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, the SENCO liaises with Secondary school staff to discuss each pupil on the SEN register to ensure a smooth transition. This can include face to face meetings and/or transition materials completed by St Joseph's staff
- Also pupils attend induction days before leaving Primary school and the SEN children often 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.
- 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 and/or Specialist advisory staff will carry 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.
- All IEPs are reviewed in conjunction with parents and targets agreed. Staff meet with parents separately from Parents Evenings.



Where can parents and carers get extra information?

The **Information, Advice and Support Service (SEND) or IASS(SENDA)** can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is **01922 612008** and their email address is walsallsendiass@family-action.org.uk



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

- Our SENCO is here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the 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 Parent Partnership Service (01922 650330) provide independent information and advice.