



SEN INFORMATION REPORT – NOVEMBER 2018

1. What kinds of special educational needs do we make provision for in our school?

St Joseph's Primary School is a voluntary aided Roman Catholic primary school in the Diocese of Salford. The school serves the southern portion of Darwin within the boundaries of St Joseph's Parish. Our school is located in a mixed area of both private and council housing in a setting that is partly urban and partly rural.

St. Joseph's is committed to ensuring an inclusive education for all through the early identification of individual needs, flexible teaching and learning opportunities and by working closely with a variety of outside agencies such as advisory teachers for children with Specific Learning Difficulties, Social and Emotional difficulties, Hearing and Visual Impairments or Physical needs; Educational Psychologists; Speech and Language Therapists; Paediatricians; Physiotherapists and Occupational Therapists.

Any child with an Education Health Care Plan naming the school as their choice for admission into Reception class must be given a place as priority over any other children.

2. How does our school know if your child needs extra help?

If school has any concerns, you will be informed at parents' evening or before if necessary. If your child is being assessed due to their individual needs (and not as part of our Early Intervention- see below), then you will be invited to a meeting to discuss any concerns prior to the assessments being carried out.

Early Intervention

During the Autumn term

- Reception children will be assessed using the British Vocabulary Picture Scale (BPVS) and the Derbyshire Language Scheme (DLS) materials. This will determine children who will take part in the Reception Language Project. Children who have a significant discrepancy between their chronological age and language score (the size of the discrepancy is dependent upon the cohort) in addition to two word level understanding or less, will be take part in the project.
- Reception children are also assessed using 'The Ravens Non-Verbal Reasoning Cognitive assessment' to identify any discrepancies between a child's potential and their academic achievement. Any discrepancies will trigger a further assessment.
- Reception children will also be screened for motor skills difficulties using the motor skills baseline assessment. All Reception children take part in the Body Awareness programme during the first half term in order to secure their gross motor development (muscle strength and tone, stability and control, motor planning and sequencing).
- At the end of the first half term, Reception children will also be screened for their readiness to make good progress as they start the more formal phonics programme, using the Ready For Sounds assessment

Every Summer 2 term,

- Children in Reception will be re-screened for any motor skills difficulties using the motor skills baseline assessment.
- The Year 1 cohort will be screened to enable early intervention using the EkLan Language for Learning screener to establish any receptive language difficulties
- All Reception children and those in years 1 and 2, will be assessed using the YARC assessment for reading at the end of the Summer term to determine any comprehension and/or decoding difficulties.

Monitoring

- The monitoring of half-termly assessments, end of year assessments or any highlighted cause for concerns; may trigger further assessments including:
 - Ravens (non-verbal reasoning)
 - The British Picture Vocabulary Scale (receptive language)
 - PhAB2 (phonological awareness battery)
 - Ready for Sounds (phonological awareness)
 - Diagnostic Reading Test (for accuracy and comprehension)
 - Good Enough Draw a Man (body awareness)
 - The Movement ABC assessment (motor skills)
 - YARC –Early Reading or Passage Reading (depending upon the nature of the concern)
 - SWST- Single Word Spelling Test
 - Digit Span- test for Working Memory
 - Eklan –Language for learning assessment
 - Boxall- Diagnostic Profile for Social and Emotional Needs
 - TALC (Abstract / expressive language)
 - Visual Perception

The outcomes of all of the assessments above (throughout the school) may involve a child being involved with group or individual interventions. Depending upon the scores attained and the combination of the results, parents may be invited for a meeting with the class teacher and SENCo and the child be included as part of our SEND profile.

Cause for Concern

If a Class Teacher has any concerns with regards to a child's educational needs, then they discuss their concerns with the SENCo. Opportunities also arise during the regular pupil progress meetings (see below). This discussion will include any strategies they have already attempted as well of details about the concern. The discussion also establishes the next steps.

Parents can also signal concerns by speaking to the class teacher or making an appointment to speak with the SENCo. **See our Parent Handbook and SEND policy**

Pupil Progress meetings

Pupil Progress meetings are held at least termly and also provide an opportunity for Class Teachers to discuss concerns about specific children with the Head teacher / SENCo, with regards to individual progress.

Hierarchy of Need

- A Venn diagram is created on which the names of children with S.E.N.D; an entitlement to Pupil Premium funding and summer birthdays are plotted. These children are potentially our most vulnerable.
- Any child who appears on a region of the diagram has their attainment checked for Reading, Writing and Maths. Where any weakness is identified, a potential intervention is suggested. These interventions will typically be Fischer Family Trust, Better Reading Partnership, Read Write Inc Comprehension, Phonic catch up, Ready for sounds for English issues; 1st Class @ Number or Numicon Breaking Barriers for Maths issues.
- Children can also be vulnerable for other reasons. As a result, year group trackers are also consulted. Children who are colour-coded red (well below expectations) or who are below ARE (age related expectations) may also be selected for these interventions or further investigation.

3. Who can you speak to at our school if you think your child may have special educational needs?

If you have any concerns with regards to your child, please come and discuss them with one of the following people.

Your child's class teacher

Our Headteacher / Special Educational Needs Co-ordinator (SENCo) - **Mrs Anne O'Brien** (either by making an appointment via the School Office).

4. How do we know what progress your child is making and how will we keep you informed?

The monitoring of your child's progress is an essential part of teaching and learning at our school. Progress for some children will follow the whole school 6 point system. P is for children who are working well below the expectations for the year group. Point 1 is for children who have not reaching the expected standard (they are said to be 'just below' or emerging. Points 2 and 3 are the 'expected' standard. Point 2 is for a child whose performance just meets the standard, and point 3 is for a child whose performance is secure or even strong. Point 4 and 5 are the 'exceeding' standards. Point 4 is for a child whose performance is just exceeding, while point 5 is for a child whose performance is secure or strong at this higher level. Progress for some children working well below age related expectations may be measured using PIVATs (as explained at Parents' evening or during a review meeting for a child with SEND). Any concerns will be picked up through monitoring or through the systems in place above. See 2.

If your child is involved in any intervention, the impact is monitored at the end of the intervention. Assessments are carried out before and after the intervention (where a numerical starting point can be established). The impact is then measured and the next steps for your child will be planned accordingly. Interventions and the target your child is aiming for will be included on their 'Learning Passport' (if they require one) and will be evaluated at least termly with parents.

All progress is monitored by the SLT, Head teacher and Governors and any issues are highlighted and discussed at our Pupil Progress meetings (a meeting between your child's class teacher and the Head teacher).

We have an open door policy which will provide you with the opportunity for face-to-face or telephone conversations. Three review meetings, two interim reports and an end-of-year report (with an opportunity for discussion if necessary) will inform you of your child's progress. At the review meeting, the SENCo, the class teacher and parents will discuss your child's progress over the last terms (and over time). We will discuss any concerns and suggest our plans for the next term. When children are in receipt of additional support via and Education, Health and Care Plans a more formal review is also held annually.

We also know that you know your children best. At the review meetings, parents are invited to contribute to that discussion and suggest strategies and ideas that might have worked at home. We can also discuss activities that might help at home and any strategies you have found useful. These will be included on the Learning Passport and implemented in school where appropriate.

Additionally, we know that children themselves have a good understanding of what helps them learn and what their potential barriers are. Every child from Y1 onwards has a half-termly Assertive Mentoring meeting with their class teacher to discuss their progress and other issues such as readiness to learn and effort. Children with SEND take part in these same discussions but their teachers also discuss their particular challenges (appropriate to the child's age and understanding), encouraging them to say what helps them to learn and to plan together how their learning can be supported further. Children can contribute to their Learning Passport, where age and cognitive ability allow (adults can scribe for them).

5. How will our school support your child and how will the teaching be adapted to meet their needs?

Children make progress at different rates and have different ways in which they learn best. When planning lessons based around the National Curriculum 2014, your child's teacher will take account of this, by looking carefully at how they organise their lessons, classroom, resources and additional aids/equipment. The teacher will then employ suitable ways to help your child learn from a range of activities (often described as 'differentiating the curriculum'). Consideration will be made about how the learning environment may affect children with SEND and changes will be made where appropriate. For example, some children find bright colours and hanging displays distracting and these would be removed should we find this to be the case for a particular child in our school. Others find that visual stress is reduced when work is presented on a coloured rather than white background. Your child's class teacher will inform you of any initial concerns or difficulties your child maybe experiencing (this may be an informal discussion). If your child is having particular difficulties in one area, they may work with the class teacher or the support assistant in class more frequently or be involved in an intervention to meet their particular needs. For more information, please read **2. How does our school know if your child needs extra help?**

6. How are decisions made about the type and how much support my child will receive?

Through our monitoring processes (for more information please refer to our S.E.N.D policy), children who require support are identified. The support received will depend upon the need of your child. This support may be at a class level, with teacher identifying specific targets for a child to work upon (possibly recorded in a Learning Passport) and providing opportunities for the child to meet this target (by working with a Teaching Assistant or the Class Teacher one-to-one or as part of a small group until the target has been achieved). The support may be involvement in an intervention that is timetabled and delivered by a trained member of staff, for a specific number of weeks. Support may be suggested by an Advisory Teacher, Educational Psychologist or a Health Professional for school to put into place. For some children, additional provision that requires funding from the Local Authority will be necessary. This type of support is provided through an Education, Health and Care Plan (please refer to our **Parent Handbook** and **S.E.N.D Policy** for more information).

7. How will our school help you to support your child's learning?

Children who have been referred to specialist services may have a Learning Passport detailing their needs, evaluated strategies, targets and both you and your child's view on their education. Both views are important and may be used either to inform the strategies we use or the targets we set for your child.

As mentioned in section 4. **How do we know what progress your child is making and how will we keep you informed?** You will be part of the discussion which sets future targets for your child during the termly review meetings. You will be given suggestions about what you can do at home to help your child meet these targets if you would like them. The strategies detailed in the Learning Passport will often be suitable for use at home and can be used in any work you complete with your child.

Homework may be differentiated for your child. The 'Words to Learn' they are given will complement teaching in their group; Home Reading books also match your child's ability and are to be enjoyed, allowing your child to experience success when reading; and your child's class teacher may also send home specific learning to be reinforced for child. For example, practising number or letter formations.

8. What specialist services and expertise are available or accessible through our school?

We are fortunate at St. Joseph's to have access to a wide range of services. These include:

Clinical Psychology- Clinical psychologists aim to reduce psychological distress and enhance and promote psychological well-being. They work with people with mental or physical health problems - which might include anxiety and depression, serious and enduring mental illness, adjustment to physical illness, neurological disorders, addictive behaviours, childhood behaviour disorders, personal and family relationships. School is unable to make a direct referral to Clinical Psychology services (through East Lancashire Child and Adolescence Services). A referral will be made by the Educational Psychologist (after they have been involved with your child and with your consent) or your G.P (after discussions with school).

Educational Psychologist

The Educational Psychologist will consider: how your child plays and learns; how they grow and develop skills; how they behave and relate to one another; and how they learn about and manage their feelings.

Our current Educational Psychologist is Anne Ford, who can be contacted on (01254) 666887

SENDS (Special Educational Needs and Disabilities Service) This service involves advisory teachers and specialists who observe and assess a child in the child's school setting. They consider the work of other agencies who have been involved with your child (including other teams within SENDS) and provide strategies for school to use.

The specialist teams within SENDS include

- Speech, language and communication
- Physical Difficulties (including motor skills)
- Visual Impairments
- Hearing Impairments
- Cognition and Learning (used when barriers to learning are not obvious)
- Autistic Spectrum Disorder

Paediatrician If you believe your child's needs to be of a physical or mental nature, then your G.P could make a referral to a paediatrician, who will liaise with both yourself and school to gain a rounded picture of your child.

Speech and Language- Although the SENDS can provide strategies to support children with Speech and Language difficulties in the classroom, sometimes it is necessary to refer to the N.H.S Speech and Language therapy service.

Speech therapy involves support with how your child speaks, whereas language therapy involves support with how your child understands language. The therapy can be at a clinic and the therapist will also send resources home and to school to reinforce learning.

Physiotherapy/Occupational Health- We cannot refer to these services but we work closely with the teams involved following any G.P referral. They visit school regularly and train appropriate members of staff in delivering any exercises both safely and confidently.

9. How are the staff in school supported to work with children with special educational needs and what training do they have?

Our teachers receive regular updates about strategies to use for different types of special educational needs. They also develop their knowledge and understanding of different needs through staff meetings/INSET workshops delivered by the SENCo or advisory teachers. The content of these sessions is driven by findings from assessments and monitoring. In addition to this, teaching can also be adapted and teachers supported following advice from advisory teachers, if a referral is made to SENDS or other professionals (Educational Psychologist, Speech and Language therapists, Physiotherapists, Clinical Psychologists). Please refer to our [Parent Handbook](#) for more details.

If your child is having particular difficulties in one area, they may work with the class teacher or the Teaching Assistant in class more frequently or be involved in an intervention to meet their particular needs. The Teaching Assistant delivering any intervention will be trained to deliver that particular program and evaluations and assessments are regularly monitored.

All staff undertake training in relation to safeguarding and part of the induction schedule for new teachers includes a session about S.E.N.D systems in our school. See **2. How does our school know if your child needs extra help?** and our [S.E.N.D policy](#) for more information.

10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

Activities outside of the classroom and school trips are available to all children in our school.

A risk assessment is always carried out for the whole-class, for any trip, and with your input (and the child's where appropriate), procedures or adjustments will be put in place to ensure that your child can participate. You are of course welcome to accompany your child's class on any trip, so please contact your child's class teacher if you would like to volunteer.

Where support for your child differs in any way, the required support would be made clear to all staff participating in the activity in advance. This would include a brief description of their needs and strategies to use outside of the classroom. For example, at break times and lunchtimes.

We also have a range of clubs that take place at lunchtime or after school, which your child is welcome to join. Please see our website for more details. Follow the link for 'Extra-Curricular Activities'.

11. How will our school support your child's overall wellbeing?

We are a Catholic school and as such, see everyone as created equally in the image of God. The spiritual, moral, social and cultural development of our children is paramount and permeates all that we do. This includes that all children, including those with SEND, feel valued, included and equal.

We have a clear anti-bullying policy and every school year begins with anti-bullying week. This ensures that all children are aware of what bullying behaviour is, how to report any concerns and the elements of the policy which relate to them. We also have a detailed PHSEE (Personal, Health, Social, Emotional Education) long-term plan covering topics such as safety, economic wellbeing and emotional wellbeing from Reception to Year 6. Pupil voice is very important to us- we have an active school council who have implemented many changes and contributed to policy development. The children vote for their class councillors; all children are entitled to canvass for election. Children are also regularly interviewed by staff such as school leaders and subject co-ordinators so that their views on teaching, learning and school life can help to shape policies and procedures; children with SEND are always included in this questioning.

The wellbeing of your child is at the heart of our school. Our open- door policy, careful monitoring and pro-active approach to identifying children's needs enables St. Joseph's to provide a happy, safe and caring environment for your child. All staff consider their core function to be to work alongside parents to support children's emotional development.

If your child has a medical need, then a care-plan will be prepared in consultation with you and the appropriate medical practitioners. Most of our staff are trained in first aid and have successfully completed the 'Level 2 Award in Paediatric Emergency First Aid' delivered by First on Scene. This training is updated every three years, at which point all school staff are trained.

All staff have also completed 'Working Together to Safe-guard Children' training from Multi-Agency Learning and Development delivered by our Designated Senior Person for Child Protection and e-safety training on how to support children and their families in staying safe online.

All staff have also completed training to allow them to identify children who may be at risk of Child Sexual Exploitation (CSE) and radicalisation. Safeguarding training is updated as and when legislation or local information suggests guidance has changed.

12. How accessible is our school both indoors and outdoors for children with special educational needs?

The majority of the main teaching areas at St. Joseph's are on one level therefore your child will be included in activities around the school with ease. Any areas that are not on one level do have a duplicate that is elsewhere in school.

We have facilities available for children with additional needs such as disabled parking bays. In addition, for children with physical needs we have a disabled toilet, changing beds/hoist and a shower. We also have high-visibility markings outside of school to enable children with any visual impairment to access steps and hand rails.

13. How will our school prepare and support your child when joining our school and when transferring to a new school? (Regulation 12)

During the Summer term prior to your child starting school, the Reception class teacher will visit your child's nursery. She will observe your child and have a meeting about your child and their needs with Nursery staff. An induction night will be held at school and will provide an opportunity for a discussion with your child's class teacher. Appointments can be made if you feel further discussion would be helpful. The class teacher and/or the SENCo will attend any further meetings that Nursery consider necessary to aid your child's transition. In addition, if your child already has an identified SEND, medical care plan or Education Health and Care Plan, we will meet with any professionals involved in order to put any necessary provision into place for your child when they start school with us. All children attend the Reception class for two mornings to aid transition.

During the first two weeks of school, all children are supported in their transition according to their needs with some parental choice. Please see the 'Arrangements for Starting School' document on our website.

When moving to a new class or a new phase, all children are involved in a 'Moving Up' period, where children spend a school week with their next class teacher. Previous class teachers also share Learning Passports- please refer to our S.E.N.D policy and put into place any additional transition work required. For example, a transition book to take home over the holidays or allowing a child to spend time on their new playground.

When moving up to high-school, your child will have the opportunity to visit their new school for three days and experience travelling to school (where appropriate). Prior to this, a transition meeting will be held with your child's new school, involving yourself, all relevant agencies and the SENCo from the receiving school. Additional support, according to your child's needs will be discussed and organised. For example, additional days or sessions maybe put into place or any support your child maybe receiving (if a human resource) will visit school and begin to build a relationship with your child. Any appropriate records will be forwarded to the new school and discussed again with the class teacher and Head of Year 7 at their information gathering meeting (held for all children).

If your child has an Education, Health and Care plan a 'Transfer Review' meeting will be held early in the Summer term for all children moving phases.

If a child transfers to St. Joseph's from another school, St. Joseph's will request the child's personal file which will detail any assessment data, specific needs etc. If the child already has SEND, the SENCo will liaise with the SENCo at the school the child is moving from, to ensure effective strategies are shared and that any assessments and reports are shared also. If a child comes to St. Joseph's without any information regarding SEND, we will monitor them closely and may use any of the assessment strategies detailed above to identify areas in which they may need further support.

14. How is the effectiveness of the provision made for children with SEND evaluated at St. Joseph's?

Part of the SENCo's role is to monitor the effectiveness of provision for children with SEND across the school and for individuals. Any strategies that prove to be ineffective are adapted or withdrawn and effective strategies shared amongst staff in order to support as many pupils as possible. Progress of SEND children is closely monitored by the school's Senior Leadership Team and class teachers discuss provision and its effectiveness with the Headteacher at half-termly pupil progress meetings. Where a change in approach requires skills or knowledge outside of those that staff currently poses, support and training will be sought from the SENDS team. The Headteacher reports directly to the Governing Body through her Headteacher's Report to Governors termly and school also has a named S.E.N.D Governor, Alistair Ray, responsible for reviewing practices and supporting the SENCo.

15. Who can you contact for further information? (Regulations 9 and 13)

If you would like to discuss Admissions, please contact our Office Manager Susan Fernandez on (01254) 706264.

If you would like to discuss S.E.N.D or provision for your child, please contact our SENCo/Head Teacher Anne O'Brien on (01254) 706264.

If you want to discuss any issues or concerns about your child, please contact your child's Class Teacher or the SENCo.

Our Governing Body has a designated S.E.N.D Governor, Alistair Ray, responsible for reviewing practices and supporting the SENCo. Blackburn with Darwen's Local Offer sets out a range of support and services available to you and your child. This can be accessed at www.bwd-localoffer.org.uk

The formal complaints procedure can be accessed on our website.