

St Joseph's Catholic Primary School

SEND Information Report

The arrangements for meeting the needs of pupils with SEND described in this Information Report form part of Surrey's Local Offer for SEND. Full details of Surrey's provision and services for children and young people aged 0-25 relating to special educational needs, disabilities, education and more may be found on Surrey's dedicated Local Offer website [here](#) .

Surrey welcomes your comments and feedback about the Local Offer for SEND. Please email: localoffer@surreycc.gov.uk

What kinds of special educational needs are provided for?

St Joseph's is a mainstream, inclusive school for children aged 4-11 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). Trained and experienced staff are able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical impairment

We make all reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Staff have received specific training and developed expertise in the following areas: Autism Spectrum Difficulties (ASD); Speech, Language & Communication Needs, Down Syndrome, Remedial Literacy Support, Social, Emotional & Mental Health needs. We work with Speech and Language, Occupational Therapists and Educational Psychologists to support the delivery of personalised programmes for pupils within school.

What are the arrangements for identifying children with SEND and assessing their needs?

St Joseph's SEND policy, which reflects the 2014 SEND Code of Practice, can be found on the school website or by contacting the School Office.

The Special Educational Needs Coordinator (SENCO) is Miss Lauren Tanner – her email is senco@stjosephs-dorking.surrey.sch.uk Parents/carers are encouraged to speak to the class teacher or the SENCO about any concerns;

- We liaise with and take note of information passed on from pre-school providers, infant schools or previous settings; we verify whether there has been any concerns raised in previous settings or medical concerns.
- Rigorous monitoring – from Baseline in Year R tracks the progress that learners make in all core areas of the curriculum.
- We use data and other forms of assessment to analyse progress and attainment relative to age-related expectations whilst taking into account the child's starting point;
- Staff are vigilant at supporting and raising any concerns with the SENCO and together they plan approaches or interventions intended to support the child more effectively;
- The resulting plan, which is shared and developed with parents/carers, follows a cycle of 'assess, plan, do, review', where the child's progress is monitored against the outcomes that have been set
- Where the child's progress continues to cause concern, external support agencies may be approached to offer additional strategies/support/assessment as necessary.

How will the school staff support my child?

- At St Joseph's we believe that a two-way dialogue with parents/carers is vital to support a child's learning, needs and aspirations;
- Differentiation is embedded in our curriculum and in daily practice and our teachers have received training on Quality First Teaching. There is an embedded understanding that all teachers are teachers of SEND. We are aware that different children have different learning styles and needs. We ensure that children's access to and the content of our creative curriculum is adapted accordingly.
- The school has a regular reporting cycle where parents are informed of progress. Parents are welcomed in to school in order to discuss how they can support their child's learning and progress with the class teacher
- Parents are welcome to come in and speak to the SENCO should they have concerns about the overall progress of their child or about a particular area of difficulty;
- We have a parent teacher association (the Friends of St Joseph's) where parents can become involved in school life;
- We also have parent governors who take an active role in the overall running of the school including financial management, curriculum development and whole-school improvement;
- Parents accompany school trips and visits in the local area and further afield;
- When required, translators are used to support parents who have difficulty in understanding and communicating with the school.

We work with parents to identify what can be done at home to support the child's needs. In addition to Meet the Teacher evenings, we also offer curriculum evenings to help families to understand what learning is expected and how they can best support their child's needs.

We support the development of parenting skills.

We have a designated Home School Liaison Worker who works with families on a one-to-one basis to help them fully support their child's learning in and out of school.

What are the arrangements for consulting young people with SEND and involving them in their education?

- At St Joseph's the SENCO liaises with school staff where there are concerns about progress or engagement, and decisions are made as to the most appropriate type of support to put in place for the learner;
- The SLT hold termly Pupil Progress meetings with class teachers to discuss children who are raising concerns and not making the appropriate progress. This information is shared with the SENCO
- As part of an Annual EHCP Review, the child is asked to describe their progress and share their views about their learning, at an age appropriate level
- One page profiles are produced in consultation with learners so that teaching staff have a clear overview of the whole child and the learner feels involved in their own learning. With a one page profile being completed, it gives pupils the opportunity to say what is important to them and the kind of support they find helpful. Parents are also consulted when the profile is put together;

What support will there be for my child's/young person's overall wellbeing?

Our school includes staff with a wide variety of skills and training. All children with SEND needs are given the highest form of support to suit their needs. We have a Behaviour Policy agreed by all the staff, which is implemented by all the staff in the everyday supervision of the children. Adults are allocated according to the need of the pupils. Staff receive regular training to provide a high

standard of pastoral support and we have a teaching assistant who provides specialist ELSA support. Children build up a strong relationship of trust with members of staff. This support is continued as children move from one class to another, with handover discussions between classteachers and the SENCO. These maintain continuity through the school.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

- Termly data tracking, EHCP reviews and evaluation of the impact of any additional interventions create a comprehensive picture of children's progress towards identified outcomes;
- The SENCO has an 'open door' policy for parents of pupils with additional learning needs;
- During our 'assess, plan, do and review' cycle, we look at the actions needed to support a learner towards their outcomes, and highlight what each stakeholder can do in order to make a positive contribution;
- We share updates on the curriculum through our newsletter, weekly e-mail communications from each classteacher and through our website;
- We make sure that parents who have learning needs or who do not speak English as their first language receive appropriate support to understand communications from the school about their child's progress

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

- At St Joseph's we give parents/carers a number of opportunities to tell us about their child's additional learning needs prior to joining the school, either verbally or in writing;
- We have an effective induction programme in place for welcoming new learners to our setting;
- We visit new learners in their Early Years settings and/or at home to ensure that information about what best helps the child to learn is passed on;
- We work hard to ensure positive and effective working relationships and communication with any feeder settings as well as settings children will move on to;
- Visits to local secondary schools are also organised and we fully encourage all our learners to attend induction days. Where we know there is likely to be high levels of anxiety we send staff to accompany the pupil or arrange additional, individual induction sessions.

What is the school's approach to teaching children and young people with SEND?

- At St Joseph's all our teachers are teachers of SEND;
- our staff make reasonable adjustments to include **all** children through high-quality, personalised teaching;
- Our staff receive regular training and our teachers all hold qualified teacher status. We have close and well established relationships with professionals in health and social care. We work effectively within the Dorking Schools Partnership. We liaise with specialist services and experts (including Educational Psychology, Speech and Language. We also access Outreach Support from a local Special School for Autistic pupils and work with the children's Mental Health Service – Young Minds. We have close and established relationships with professionals in Health and Social Care, working with agencies such as Paediatric services, Occupational Therapy & the School Nurses Service
- We adopt a graduated approach to meeting needs, using a process which assesses learning needs, develops a plan to support them, puts the plan into place and then reviews the outcome;

- Where necessary, successive cycles of this approach, becoming more detailed and involving more frequent review and more specialist expertise, match the interventions to the pupil's SEND;
- Our Governing Body plays an active role in monitoring the quality of our special educational needs provision, with a named governor for Inclusion;
- The Head teacher, senior leadership team and SENCO formally monitor the progress of all learners on a termly basis (or more often, if required);
- We aim to use interventions that are research-informed and evidence-based and are measured from a clear baseline to monitor impact against expected rate of progress;
- Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families.

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

- Teachers differentiate approaches, activities and resources so as to support access to the curriculum;
- We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum, and how information is accessed by learners and their parents;
- We have a creative, personalised curriculum and our termly learner progress meetings help us to monitor its effectiveness and reflect on the next best steps;
- Where necessary, additional staff training is organised to enable staff to meet the needs of high-need learners or of those for whom we lack expertise;
- Our policy and practice adheres to and embraces The Equality Act 2010. Equality and disability awareness is discussed with learners at an age-appropriate level.

What is the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured?

- Our staff receive regular training and our teachers all hold qualified teacher status;
- Our SENCO is training to complete the National Professional Qualification for SENCOs
- We have a Home School Link Worker attached to the school who works with the families of children in our community;
- We have a trained Reading and Writing Intervention teacher on our staff
- We have a trained Emotional Literacy Support Assistant;;
- A number of our TAs are trained and experienced in interventions such as Literacy For All, 1st Class@Number / Number Sense, NELI, Lego Therapy and Precision Teaching (where small steps in learning are targeted until they are mastered);
- All staff are trained in delivering our Unlocking Letters & Sounds Phonics Scheme;
- We have a significant number of established and very positive relationships with professionals in external agencies providing services in education, health and social care

What are the arrangements for evaluating the effectiveness of the provision made for children and young people with SEND?

- Our finances are monitored closely by senior leaders and governors; we utilise resources to support the strategic aims of our setting as well as individual learner needs;
- We review the needs of the learners within the school and endeavour to put in place provisions that will cater for these needs;
- Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs;

- In cases of very high need, we work closely with external agencies and the local authority to ensure that additional funding and support is provided;
- The SENCO and senior leadership team monitors how provision is delivered to ensure its quality;
- Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention;
- Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

- St Joseph's School has a whole-school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs;
- Where there are concerns about safety and/or access, further thought and consideration is put in place to ensure needs are met. We risk assess all activities off-site and pay particular attention to any additional needs of children with SEND. When necessary additional staff are deployed to support any physical or emotional needs. Years 6 do residential activity holidays and children with Special Educational or Disability Needs are always included in these, subject to parent permission. The school may arrange pre-visits to the local centres to familiarise the children with the environment and reduce any anxieties.
- When required, additional staff accompany residential and day trips so that learners with SEND are able attend;
- Attendance at all school-run clubs is monitored to ensure inclusive access for all learners across the school.

How Accessible is the school environment?

Our school building is Victorian and is built around a central staircase, on two floors. There is sloped access to the Infant Playground, but the Junior Playground and Office are accessed via steps. We have a disabled toilet on the ground floor only. Access to the second floor of the building is via stairs and we do not currently have a lift. We are however committed to welcoming children with mobility issues and, should it be necessary, we would make adjustments within the school including class locations to ensure we could accommodate pupils and give them full access to the curriculum. We do not have a school field on site, so children in Key Stage 2 walk to a nearby school playing field for their PE lessons once a week. Arrangements can be made to transport children to off-site locations such as the field or swimming pool if necessary.

How will the school prepare and support my child to transfer to a new school?

We operate a very effective Transition programme for SEND children moving into Year 7. All details of a child's SEND are shared with the transition school well in advance of the end of the academic year. The SENCO and Year 6 class teacher meet with the SENCO of the secondary provision and give a full explanation of the child's needs, previous interventions and agencies who have been involved with the child. Depending on needs, some children may also be recommended for the specific transition programmes which the local secondary schools run for more vulnerable children. Teachers of children who enter the school at other points make contact with the feeder school to ensure there is maximum informed

What provision is available to support for emotional and social development? (This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.)

- Our staff are experienced and caring, and understand that physical and emotional well-being are pre-requisites to successful learning;
- Pastoral support is discussed at dedicated staff meetings and information about pastoral needs is circulated to all teachers as well as the lead lunchtime supervisor to ensure effective communication;
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and consistently applied by all staff;
- We have a 'zero tolerance' approach to bullying; pupils understand what bullying is, the ways in which they can seek help and the responsibility of the bystander to offer or seek help;
- St Joseph's staff have been trained to manage behaviour incidents which cause physical or emotional harm to, or involve conflict with, members of our school community. Our approach enables children and adults to unpick the thoughts and feelings that have triggered the incident, and empowers the person who has been harmed by involving them in deciding how the harm can be repaired and the relationship mended. Children are taught to recognise the impact of their actions, which supports their understanding of interpersonal relationships;
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence;
- Pupil voice is central to our ethos and is regularly encouraged in a variety of ways, e.g. The Lily Squad, circle times, assemblies, worry box;
- Targeted support for individual pupils includes a named adult with responsibility for welfare and inclusion, the services of an ELSA (Emotional Literacy Support Assistant) referral to external counselling and therapeutic support;

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

- We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary;
- In these cases parents/carers and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person;
- During this academic year we worked with social services, primary care trust workers, child and adolescent mental health teams, family mediation services and young carers;
- We have a particular duty in ensuring that Looked After Children (LAC) and those in receipt of additional funding (Pupil Premium and Pupil Premium Plus for Post LAC) are given the appropriate support and care to help support their progress and engagement within the learning environment.

How is the decision made about what type and how much support a child with SEND will receive?

The SENCO works with the SLT to decide which additional appropriate provision to put in place when a child with SEND is diagnosed or the classteacher raises concerns. Quality First inclusive Practice (Wave 1) is expected and defined in our setting by all teachers. If additional support is required, this is undertaken after consultation with the relevant staff, the learner and the learner's parents. We refer to The Right Provision at the Right Time (SEND Document 2014) when considering the criteria for intervention and nature of support that will be given. It is often

necessary to request assessments and/or interventions from outside agencies to ensure that the needs of children with more complex difficulties are met. The SENCO organises referrals to Outside Agencies, liaises with the professionals and oversees that recommendations are implemented. All intervention programmes, whether organised in school or provided by external agencies, vary according to the need of the child and their impact is monitored.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school? (This should include arrangements for supporting children and young people who are looked after by the LA and have SEND.)

- In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENCO or Headteacher may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue;
- The school's complaints procedure can be found on the school website by following the links to Parents' Info/Policies/Complaints
- The school has developed its own Complaints Policy, which has regard to the Surrey policy on 'Responding to Concerns about Surrey County Council Schools'. It outlines the formal steps the school will take in handling a complaint;
- Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.