



Local Offer – St. Joseph’s Catholic Primary School

Questions	School Response	School self-evaluation
		<i>RAG rating</i>
1 How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	<p>When a child joins the school who appears to need extra help, we liaise closely with their previous setting and the parents to determine whether any concerns have been raised in the past. We also verify whether there has been any earlier interventions. Our rigorous monitoring – from Baseline in Year R, tracks the progress that learners make in all areas of the curriculum. This is analysed by the Senior Leadership Team, SENCO and Class teachers. All staff are vigilant in supporting and raising concerns. We use data, observations and other forms of assessment to identify additional needs. Parents / carers are encouraged to speak to the class teacher, SENCO or Inclusion Leader about any concerns they may have. We then have access to specialist expertise in a number of areas of Special Educational Needs.</p>	Green
2 How will early years setting / school / college staff support my child/young person?	<p>When a child is identified as requiring extra help, support is quickly put into place. This will take the form of a specific intervention with specific expected outcomes. This intervention will be either in a group or 1:1 with an adult. This may be either additional to or different from the ways that other children are supported in their learning. The programme of support is agreed between the SENCO, class teacher and other adults who support the child. Progress is carefully monitored, and interventions are adapted if it is felt that these are not producing the expected progress. The SENCO will request input from outside agencies as required. Information about Special Educational Needs is shared with the governors, and there is a named SEND Governor who liaises with the SENCO and Inclusion Leader.</p>	Green
3 How will the curriculum	Differentiation is embedded in our curriculum and daily practice and our teachers	Green

	be matched to my child's/young person's needs?	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.	
4	How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	In addition to our usual reporting arrangements, we hold termly meetings with parents to share progress and identify future targets. Class teachers and the SENCO are also available to discuss progress at any point in the term. Our Home School Contact Books are used as a regular channel for communication between classteachers and parents. 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.	Green
5	What support will there be for my child's/young person's overall well-being?	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 all have an identified 'safe adult' who they can talk to if they have a problem. They 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 and the children's well-being.	Green
6	What specialist services and expertise are available at or accessed by the setting / school / college?	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 to gain access to specialist services and expertise (including Educational Psychology, Speech and Language. We also access Outreach Support from a local Special School for Autistic pupils and work with CAMHS. We have close and established relationships with professionals in Health and Social Care, working with agencies	Green

		such as Occupational Therapists, paediatric consultants and Social Care.	
7	What training are the staff supporting children and young people with SEND had or are having?	<p>Our Specialist Needs Coordinator (SENCO) has completed the statutory National SENCO Award and is a class teacher. She attends regular meetings with the Dorking Partnership SENCOs, with training. She also attends the Surrey half-termly SENCO training and updates on national legislation etc. On the staff there is also a teacher with Dyslexia training and qualifications who works with intervention groups and individual children. The school builds Special Educational Needs into our CPD staff training, both for teachers and classroom assistants, during the year. We invest time and money in training our staff to improve Wave 1 provision and we link this to our School Development Plan.</p> <p>The majority of our teaching assistants have developed areas of specialism in working with children with SEND. Several have attended Early Bird training with the parents of children on the Autistic Spectrum so that we can ensure that there is a joined up approach to meeting children's needs. We also have staff who have received qualifications in ELKLAN and ELSA.</p> <p>The whole staff regularly receive appropriate training to support children with medical needs e.g. asthma, Epipen and first aid. We also ensure that all staff's Safeguarding Training is kept current, and that they are trained in Positive Touch techniques.</p> <p>When children are supported in school by receiving a block of therapy such as Speech and Language Therapy or Occupational Therapy, teaching assistants attend these support sessions. This develops their skills and enables them to continue delivering specific support programmes in the classroom.</p>	Green
8	How will my child/young person be included in activities outside the classroom including school trips?	<p>We aim to include all our children in all aspects of the curriculum, including those off the premises. We always consult with parents of children with SEND when planning any activities outside the classroom, if this may affect the participation of their child. 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 5 and 6 both 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</p>	Green

		environment and reduce any anxieties.	
9	How accessible is the setting / school / college 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.	Amber
10	How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?	We have a robust induction programme in place for welcoming new learners to our setting, which we evaluate annually. Reception staff carry out visits to pre-school settings and do home visits, prior to the children's entry. 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 handover of information.	Green
11	How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?	Budgets are closely monitored and aligned to the School Development Plan. Pupils with a Statutory Statement of Special Educational Needs or EHCP receive support as specified on their Statement/EHCP. We ensure that the additional resources generated by pupils being at SEN Support on the SEND Register are delegated accordingly. We closely monitor the effectiveness of additional support through analysing our tracking systems and regular communications with the members of staff supporting children. The SENCO liaises regularly with all staff to ensure that strategies and interventions which have been put in place, are operating	Green

		<p>successfully or changed if necessary. The SENCO calls in outside agencies – Educational Psychologist, Speech and Language Therapy, Behaviour Support, ASD Outreach and others- as necessary.</p>	
12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>The SENCO works with the Inclusion Manager 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.</p> <p>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.</p>	Green
13	<p>How are parents involved in the setting/school/college? How can I be involved?</p>	<p>We are very keen to ensure a two-way dialogue to support a child’s learning and needs. Our weekly newsletter always has a reply slip through which parents can communicate ‘Comments, Compliments, Concerns and Queries’. We have an ‘entry’ and ‘exit’ survey, and conduct occasional parent surveys. We always involve parents in discussions about their child’s learning progress and needs. We operate an open door policy for parents in all classes. Our ‘Friends of St. Joseph’s’ organisation is very active within the school. We also have a Governing Body which includes Parent Governors. Many of our parents are also active members of our Parish Community, and some are involved in liturgy programmes and First Holy Communion preparation.</p>	Green
14	<p>Who can I contact for further information?</p>	<p>In the first instance, parents/carers are encouraged to talk to their child’s class teacher. Further information and support can be obtained from the school’s SENCO, Mrs Teresa Sequeira. She can be contacted on the school telephone number (01306 883934) or via email (tsequeira@stjosephs-dorking.surrey.sch.uk).</p>	Green

