



# SEND Support

School Responsibility: Mrs. K Choma

Headteacher: Mrs. C Knight

Governor: Diane Gaskin

Adopted: September 2017

Review: September 2019

## ETHOS STATEMENT

The School was founded by and is part of the Catholic Church. The School is to be conducted as a Catholic School in accordance with the canon law and teachings of the Catholic Church and in accordance with the Trust Deed of the Diocese of Leeds in particular:

1. Religious education is to be in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;
2. Religious worship is to be in accordance with the teachings, doctrines, discipline and liturgical norms of the Catholic Church;

And at all times the school is to serve as witness to the Catholic faith in our Lord Jesus Christ.

## MISSION STATEMENT

This school exists for its pupils – to help their spiritual, mental, emotional, physical and social development.

This Catholic School is to provide an education, which has Christ at its centre.

## **Minimum offer of support for children and young people with SEND at St Joseph's Catholic Primary School**

Ethos	<p>St Joseph's Primary School has an inclusive ethos as shown by our 'Inclusion Chartermark'. All pupils are expected to reach their full potential.</p> <p>Pupil progress meetings every term identify the need for early intervention which is closely monitored by an extensive provision map. We achieve this by working closely with children, parents and other professionals.</p>
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Leadership	<p>We have an effective SENCO who has dedicated time to monitor, review and evaluate our SEN provision. Data is collected every half term for all pupils and the achievement and progress of children with personalised plans is monitored and reported to Senior Leadership.</p> <p>We have a governor with specific responsibility for SEND who liaises with the SENCO and reports to the full governing body.</p>
Budget	<p>Funding for SEND is used according to the specific needs of the children. Some is used for resources to support inclusion in the classroom or for targeted intervention work e.g. IT equipment. Some is used to employ additional staff to work with small groups of children and sometimes on a 1:1 basis with a child. Some funding goes towards accessing relevant training for staff to ensure we have the right professional knowledge to support every child. The school also uses some of the main budget to support SEND at various levels throughout the school.</p>
Policies	<p>The school has a range of policies related to SEND. These policies include:</p> <ul style="list-style-type: none"> <li>• Special educational needs</li> <li>• Behaviour</li> <li>• Child protection</li> <li>• Health and safety</li> <li>• Disability equality</li> </ul> <p>These policies are reviewed regularly and are available to parents.</p>
Curriculum, teaching and learning	<p>Our curriculum is well planned and differentiated to allow all children to be taught at an appropriate level for them to make progress. Class teachers are well supported by teaching assistants both of whom deliver small group work and 1:1 work for children. They also deliver some specific intervention work such as speech and language programmes and social interaction programmes.</p> <p>Pupils may have a personalised plan with small achievable targets, discussed and agreed with the child, monitored and reviewed regularly by the teaching assistant, class teacher and SENCo. The class teacher and the teaching assistant will ensure this is working for the pupil. These personalised plans are shared with parents and reviewed regularly. If a specific intervention would benefit the pupil, this is organised, delivered and reviewed. This may include nurture work or 1:1 mentoring. The school ensures that there are appropriate resources for all children and the learning environment is accessible for everyone.</p> <p>Our curriculum is planned around practical experiences, visits and visitors, to ensure learning relates to children's first-hand experiences. We focus on good learning behaviours so that all children can be successful. We work closely with St Mary's Menston and Prince Henry's Grammar School to ensure transition to high school builds gradually through key stage two. Specific, more vulnerable pupils are offered additional transition opportunities to St Mary's and Prince Henry's. Every class moves to their new year group during the last week of the summer term, working (whenever possible) with their new teacher and teaching assistants. When children transfer to other settings, a similar gradual and systematic approach is adopted.</p>

	<p>All pupils are assessed every half term in reading writing and maths. This data is reviewed by the Headteacher and SLT. Any pupil not making expected progress is offered tailored support, either through quality first teaching or through a targeted intervention depending on their need, to ensure they catch up as soon as possible. All our interventions are entered on our provision map. Interventions are monitored for effectiveness.</p> <p>All pupils who have been identified as having a special need are monitored every term to see if that need still exists, to see if progress is being made by that pupil, and if necessary, to identify what additional help is required to support that pupil.</p> <p>Where additional diagnostic information is required, we administer some standard screening tests in school or refer to another professional from an outside agency who can undertake a more in-depth diagnostic assessment which will then inform a personalised intervention programme.</p>
Training	<p>All our teaching staff access additional training to ensure they have the appropriate skills to identify and support pupils with any additional needs. Teaching assistants are also trained to deliver tailored support such as speech and language. Along with all other schools in the Otley cluster, we are supported by the Orchard Centre where specialist staff support pupils in this successful learning support centre. We have two staff members trained to lead on CAFs and three members of staff trained to deal with child protection issues. All staff have been trained in positive handling and behaviour management.</p>
Partnerships	<p>As well as working closely with parents, support is sought from other agencies where necessary in order to maximise learning potential.</p> <p>We regularly engage with, EPs, Autistic Spectrum (STARS team), Early Years SEN, Speech and language, School Nursing service, CAMHS, Parent Partnership, Children's social care, Complex Needs Team, Behaviour Support, school paediatrician.</p> <p>The school works closely with the other local schools i.e. The Otley, Pool and Bramhope family of schools and cluster, and the 5 other schools which are members of the Bishop Wheeler Academy Trust. The cluster has a parent support worker and a TaMHS worker who can be accessed by the school as required.</p> <p>The school is part of the NW Leeds AIP. This ensures that there is additional provision for pupils with high levels of complex needs and enables them to access alternative placements, for example at the Orchard Centre located at Ashfield Primary School, and outreach work, for example via the Pupil Development Centre based at Quarry Mount.</p> <p>As part of the Bishop Wheeler Academy Trust, the school is able to access additional services such as counselling, from Catholic Care.</p>

### Abbreviations:

SEND special educational needs and disabilities

SENCO special educational needs co-ordinator

SEN special educational needs

IT information technology

SLT Senior Leadership Team

EYFS early years foundation stage age 3-5, nursery and reception

KS1 Keystage 1 age 5-7, Y1 and Y2

KS2 Keystage 2 age 7-11, Y3, Y4, Y5, Y6

EP educational psychologist

CAF common assessment framework

TaMHS targeted mental health in schools

CAMHS child and adolescent mental health services

AIP area inclusion partnership

### Frequently asked questions:

#### **What do I do if I think my child may have special educational needs?**

Speak to your class teacher initially and ask to arrange a meeting with the SENCO. The school will work with you to establish what additional help your child may need.

#### **How will school support my child?**

The class teacher and the SENCO will develop a plan for your child. This may be a personalised plan. This will have specific targets for your child. The targets will involve the teacher, the teaching assistant, your child and yourself. It will be shared with you. The school leaders will monitor how effective this provision is. When necessary, the school will access additional help for your child, for example through outside agencies from the local authority or the health service.

#### **How will the curriculum be matched to my child's needs?**

Work will be differentiated for your child. Your child may be taught in small groups with a teacher or a teaching assistant, planned and monitored by the teacher. Your child may need additional resources. The curriculum will enable the targets on the personalised plan to be met.

#### **How will I know how well my child is doing and how will you help me support my child's learning?**

You will be invited to parent consultation evenings 3 times a year. You can also request additional meetings with the class teacher and/or SENCO and other professionals. You will receive a written report once a year. Whenever your child's personalised plan is being reviewed, you will be invited to discuss the progress made and the new targets. If your child receives additional funding due to their special educational need, a formal review will be held each term, one of which will be an Annual Review at

which reports from all professionals involved with your child will be shared and discussed. Both you and your child will have an opportunity to make a similar contribution.

### **What support will there be for my child's overall well-being?**

Your child will be cared for primarily by the class teacher. If they have additional physical needs, these will be discussed with you and the SENCO. Suitable plans will be put in place e.g. intimate care plans. If necessary, there will be a teaching assistant designated to look after additional physical needs. The school's health and safety policy and medicine policy will be followed. All children have access to support for their emotional wellbeing, not only through their class teacher and teaching assistant, but also through our learning mentor.

### **What specialist services and expertise are available or accessed by the school?**

The SENCO will access any additional support your child needs. This will vary but could include: school nurse, educational psychologist, speech and language therapist, occupational therapist, TaMHs counsellor, STARs team, hearing impaired team, visually impaired team, paediatrician.

### **What training do staff supporting children with SEND have/what training have they had?**

Staff regularly undergo training on a range of SEND issues, relevant to our school population and the children they work with e.g. autistic spectrum condition, dyslexia, bereavement and loss, attachment disorder. Some of this training is provided in school; some is accessed on an individual basis through external training; other training is provided through the extended services cluster for all cluster schools to access as appropriate.

### **How will my child be included in activities outside the classroom?**

Whenever possible, your child will be included in every aspect of school life. You will be consulted about how the school can organise events. School will ensure staffing ratios for special events and visits are appropriate to ensure children with SEND can take as full a part in the activity as possible. If additional adults are required, you may be asked to come on a visit. After school clubs are available. Activities e.g. dance, will be differentiated to allow your child to take part.

### **How accessible is the school?**

The school is on one level. External doors are wide enough for wheelchairs.

### **How will the school help my child on transfer to the next phase of education?**

Both St Mary's and PHGS run an ambassadors project in the last half of the summer term. Children who may need additional transition attend St Mary's or PHGS for several sessions, some with staff. In addition, all pupils at St Joseph's have a series of transition visits during the summer term of year 6. This gives children, teachers and parents an opportunity to get to know each other and solve problems before the new school year.

### **How are the school's resources/funding allocated and matched to children's needs?**

The school spends the money it receives wisely to ensure everyone can succeed. Where necessary, additional teaching assistants are employed to support your child. This will usually be in a small group as most children do not need 1:1 support. If a child needs this support, then the money is spent on staffing. The SENCO, Headteacher and class teacher will discuss what will best support your child. Parents are often involved in these decisions. Some money is spent on additional resources e.g. sloping desk tops, laptops, changing equipment.

**How are parents involved in the school and how can I be involved?**

Parents are regularly invited into school to discuss the needs of their child. Parents are always welcome to ask for an appointment with any member of staff. Parents are given the opportunity to be involved in school life at the level they want. Some parents are unable to help due to work commitments. If parents want to volunteer, they will need a DBS check to ensure they are allowed to work with children in the same way that all staff are checked.

**Who can I contact for further information?**

If you wish to apply for a place at St Joseph's Primary school, please contact the Headteacher to make an appointment. Mrs Knight will show you around the school and discuss the needs of your child.

If you want to know more about how St Joseph's works with SEND children, please make an appointment with the SENCO, Miss Hulbert.

If you would like more information about school policies, please visit our website

[www.stjosephsotley.org.uk](http://www.stjosephsotley.org.uk) . If you would like more information about the Leeds local authority offer, please visit the authority website [www.educationleeds.co.uk](http://www.educationleeds.co.uk)