



# St Joseph and St Bede RC Primary School

## Children and Families Act 2014

### Special Educational Needs and Disability – Information Report

The Special Educational Needs Regulations 2014 detail the information that schools must publish on their website, and also be available through the local authority's published Local Offer. This document, taken from the Bury Council Children Services framework, details the SEND provision at St Joseph and St Bede RC Primary School.

<b>1:1 How does the school know if a child or young person needs extra help?</b>
<i>How do you identify children/young people with special educational needs?</i>
Information about students is gathered in a wide variety of different methods including: Early years foundation stage (EYFS) statutory framework, Wellcomm assessment, KS2 results, baseline assessments, WRAT scores, Motional, Miscue Reading Analysis, Running Records, Phonics Screening Check, Target Tracker Parental meetings as part of the transition process and throughout the time at St Joseph and St Bede Observations/Interaction with pupils- by teachers/non-teaching staff/outside agencies/healthcare professionals Outside Agency Reports Social Services/CYPIC team/TAF meetings/Parent Support Advisor Interim Review Meetings, Annual Review Meetings, Parents Evenings, Annual Reports, Progress Reports Termly Pupil Progress meetings with Senior Leadership Team (SLT)
<b>1:2 What is the school's approach to teaching children and young people with special educational needs?</b>
<i>How are the school's resources allocated and matched to children's special educational needs?</i> <i>How will school staff support a child/young person?</i> <i>Who will oversee and plan the education programme</i> <i>Who will be working with my child/young person, and how often?</i> <i>What will be their role?</i> <i>Who will explain this to me?</i> <i>How are School Governors involved and what are their responsibilities?</i>
Inclusion is at the heart of St Joseph and St Bede RC Primary School. With a caring and supportive Catholic ethos, we strive for the best for all children we teach. The school is committed to all students receiving a high-quality education and realising their academic potential regardless of any challenges they may face. Students with



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identified Special Educational Needs and Disabilities (SEND) are educated in the classroom as part of this inclusive strategy but will receive intervention and support on a personalised and individual level.

Children in receipt of an Educational Healthcare Plan will receive the necessary support as set out in the terms of their plan. They have a personalised support programme with a focus on their specific needs. This can be through in-class support, phonics intervention, paired reading, and Numicon resources. Numberstacks for Maths support, social skills groups, transition groups, jump ahead, FFT, dyslexic friendly teaching strategies, Black Sheep and Wellcomm for speech and language development, behaviour management support, championing and mentoring and use of outside agencies. These support programmes are used for other students and are offered on a personalised need level as identified (See Section 1:1.)

Provision for children with an identified special educational need is initially planned by the class teacher as the key to success is Quality First Teaching. Support and strategies advice are available from the Special Educational Needs Coordinator (SENDCo) and Assistant SENDCo. Teachers must create a personalised pupil passport or provision map detailing intervention and personalised support for identified children. The class teacher must share this with parents/carers. Support for the class teacher is available from SENDCo, Assistant SENDCo, Senior Leadership Team and other members of staff with specialisms in different areas and interventions. Pupils' progress and attainment are regularly monitored and reviewed at termly pupil progress meetings with the SLT.

Parents are informed of any support that their child is given and they are given regular feedback as to the progress their child has made. The programme their child is taking is explained to them, and the benefits of taking part and their participation in the programme are discussed with parental permission and support essential for success. Parents have the opportunity to meet with the class teacher and discuss the progress of their children.

We have a well-informed governing body at St Joseph and St Bede RC Primary School. There is a link SEN governor who reviews the procedures in school and meets with the SENDCo for updates and review of progress.

## 1:3 How will the school adapt the curriculum and learning environment for children and young people with special educational needs?

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

*What are the school's approaches to differentiation? How will that help my child?*

Our school community is a community for all, and our staff work hard together to ensure that barriers to learning are removed, which may stop children from fulfilling their potential. When planning our curriculum, we have planned with the needs of all learners in mind. Teachers make reasonable adjustments to ensure that all children are included, regardless of their needs. Children with an identified need are placed under 'SEN Support' and targeted support is planned and assessed to enable these children to make progress. Wherever possible students with SEN are in mainstream lessons, accessing the Quality First Teaching on offer. There has been a significant focus on training staff on outstanding lesson provision and what makes a classroom accessible and dyslexic-friendly. We have been awarded the Dyslexic Friendly School Quality Mark, and the Bury Inclusion Quality Mark and plan resources that are inclusive for all. Some of our more vulnerable students will receive support in developing the skills they need through small group intervention or even 1:1 intervention. Where further advice is needed on providing the right support for children with SEND, the SENDCo, in liaison with parents/carers and class teachers, can refer out for further advice from some outside agencies within the authority.



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<p><b>1:4 How is expertise secured for teaching staff and others working with children and young people with special educational needs?</b></p> <p><i>Are there specialist staff working at the school and what are their qualifications?</i>  <i>What training do the staff who support children/young people with SEND undertake?</i>  <i>What other services does the school access including health, therapy and social care services?</i></p> <p>Our SENDCo has been awarded the National Award for Special Educational Needs. This award has some Master accreditation and was completed through Manchester Metropolitan University (MMU.)          Our experienced assistant SENCO has received plentiful training in specific literacy and numeracy interventions, as well as being integral to the school's success at gaining the Dyslexia Friendly Schools Quality Mark.          We have three senior staff members who have achieved Masters Degrees in different areas of Education.          SENDCo and SLT arrange regular opportunities for CPD related to SEN and other whole-school inclusion issues.          The school can access support from CAMHS, the Inclusion Team, the SEN Team, the School Nursing Team, the Educational Psychologist, Physiotherapists, Occupational Therapist, CLAS Service, Speech and Language services, the CYPIC team and Social Services.          As a school, we regularly hold internal training delivered by staff members after attending training courses, via after-school meetings, PAD Days, lunchtime meetings or drop-in sessions.</p>
<p><b>1:5 What additional learning support will be available to children and young people with special educational needs?</b></p> <p><i>How is a decision made about what type and how much support a child/young person will receive?</i>  <i>Describe the decision-making process. Who will make the decision and on what basis?</i>  <i>Who else will be involved? How will parents be involved?</i>  <i>How does the school judge whether the support has had an impact?</i></p> <p>The type of support a child receives depends upon the type of support they need, the level of need and the availability of support. Children with an Educational Healthcare Plan (EHCP) receive the type of support set out in their plan. Support is also given dependent upon need which is established through diagnostic testing, staff or parental referral, a change in behaviour or a drop-in attainment. The wide variety of support strategies and outside agencies that can be accessed have been set out already in this document (1:4). Decisions about support that may be needed are very much collaborative; starting with the class teacher carrying out a Plan, Do, Review cycle - gathering evidence on how best to support individual needs. Referrals may be made by the SENDCo, in liaison with staff, support staff, parents/carers, outside agencies and the child.</p> <p>Parents are kept informed of progress made by their child and of any changes to the provision mapped for them. All support programmes or interventions are reviewed and the impact they have had on student progress. We follow the Assess-Plan-Do-Review graduated response to supporting children with SEND. After assessing, planning and delivering the intervention or support, if a child has not made progress, then the intervention is reviewed. New plans are made, and implemented. The cycle continues. If after a number of cycles, progress is still limited, then SENDCo, in collaboration with parents/carers and staff, may want to include input from one of the specialist agencies available at the authority. If the support is for a behavioural issue, then as a school, in collaboration with parents, support and clubs will be implemented to allow children to learn how to form positive relationships and reduce the number of negative incidents that impact on the progress of the student. We have a comprehensive behaviour policy, based around systems of rewards and sanctions.</p>



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<b>1:6 How will the emotional and social development of children and young people with special educational needs be supported and improved?</b>
<i>What support will there be for a child's overall well-being? What is the pastoral, medical and social support available in the school for a child with SEND? How does the school manage the administration of medicines and provide personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will a child be able to contribute his/her views? How will school support a child to do this?</i>
<p>There is a comprehensive pastoral system in place at St Joseph and St Bede RC Primary School, which includes all students. We have a strong school spirit and nurture the well-being of all children in our care. We have a full-time Child and Family Wellbeing Lead who works with children who have been identified by the class teacher and SENCo. We also employ a Parent Support Advisor, who works in our school, supporting families, completing TAFs and giving professional advice to identified families and children. Through our full-time Child and Family Wellbeing Lead, we can allow interventions to take place for children 1:1 or in smaller groups. Children can access pastoral support every day of the week and regular Motional assessments are updated when and if the child needs it. Through the curriculum, the aspects of PSHE and Citizenship are covered for all students. We also invite agencies such as the Police, Road Safety Team, NSPCC, Child-line and Fire Brigade into school to further support and advise children; developing their social well-being and ensuring they are respectable citizens that are well informed for the future.</p> <p>Vulnerable students have access to lunchtime sessions which allow students to develop their social skills in a safe and supportive environment. A transition group also supports children as they prepare for High School. We also provide teachers with transition materials for their SEND children, to prepare them for their next classroom or school building in times of transition.</p> <p>St Joseph and St Bede RC Primary School most staff are Paediatric First Aiders and 3 members of staff are trained Youth Mental Health First Aiders. Alongside the SENDCo they liaise with outside agencies, particularly the School Nurse to ensure that the medical needs of students are met. They are also responsible for updating any care plans, alongside parents and school nursing teams. (This is in line with the Medical Policy for Schools issued by Bury LA.)</p> <p>St Joseph and St Bede RC Primary School have a clear rewards and sanctions policy that sets out how students are expected to behave in school and the consequences of their actions in both a positive and negative light. We can support children with personalised programs of support. The reasons behind the risk are addressed and a variety of programmes including anger management, behaviour management and social skills are offered to address the individual's needs. Positive approaches to behaviour management are employed by staff around the language of 'choices'; encouraging children to make the right choice. Through this, children are actively encouraged to discuss and reflect on their behaviour</p>
<b>1:7 How will progress of children and young people with special educational needs be assessed and reviewed?</b>
<b>How will those children and their parents take part in any assessment or review?</b>
<i>In addition to normal reporting arrangements what opportunities will there be for parents to discuss progress with school staff? How does the school know how well a child is doing? How will parents know what progress their child should be making? What opportunities will there be for regular parental contact about things that have happened at school? How will school explain to parents how their child's learning is planned, and how a parent can support learning outside of school? How and when will a parent be involved in planning for their child's education?</i>



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A wide range of assessment tools are used at our school including termly formative assessments, NFER Tests Assessments, WRAT, Sandwell Numeracy Assessments, Miscue analysis and running records for reading, Key Words Spelling Tests and Phonics Screening Tests. Student's progress is shared through a variety of methods. Students with an Educational Healthcare Plan have an annual review during the school year. They may also have several interim reviews if progress needs to be discussed or parents require further support or advice.

Students are regularly assessed and these are feedback to parents twice per year at parent's evenings. There is also an annual report for all students that reviews progress and attainment and sets goals for students. Child-centred meetings are held in school for those receiving support from outside agencies. All parents have access to Seesaw where they can view and comment on the activities undertaken by their children in school.

All students have Parents Evening where staff, students and parents can meet to review how progress and attainment are made. Parents are welcome to meet with members of staff to review any issues that may be with the progress and attainment of their child. Meetings with parents often happen on a needs basis and staff are always available to discuss progress and concerns.

## 1:8 How will the effectiveness of the school's special educational provision be assessed and evaluated?

### How will children and their parents take part in any assessment or review?

*How does the school know how effective its arrangements for children/young people with special educational needs is?*

All students are monitored through an online progress-tracking system. We use this to update and track progress in several subjects. The SENDCo is responsible, alongside class teachers and SLT for the tracking of SEND children and identifying areas for further support. If adequate progress is not being made, then interventions are put in place. Any interventions undertaken are regularly monitored with feedback given to both students and parents on attainment and progress. Students and Parents give feedback on how they found interventions to enable staff to develop these programmes.

As part of the SEND and Pupil Premium audit, the school tracks the interventions and their cost-effectiveness.

## 1:9 How can children and young people with special educational needs access the school's facilities?

*How accessible is the school environment? Is the building fully wheelchair accessible?*

*Have there been improvements in the auditory and visual environment? Are there accessible changing and toilet facilities?*

*How does the school communicate with parents whose first language is not English?*

*How will equipment and facilities to support children/young people with special educational needs be secured?*

At St Joseph and St Bede, we have rigorous safeguarding procedures embedded to ensure that all students, staff and visitors have a safe environment. The school does have wheelchair access although this could be improved further as some of our classrooms are upstairs – with access via two staircases. We have ramps to access both buildings and access to the dining hall and disabled access toilets are all located on the ground floor. There are several disabled access toilets on site. A copy of the school's accessibility plan can be found on our school website.

The school has all classrooms fitted with Interactive Whiteboards. All classrooms have alternative whiteboards and flipcharts to aid group work and the provision for different groups within a classroom. We have a 'Learning Zone' equipped with computers all linked to the central server. We also have a set of 60 laptops in the Juniors, 30 iPads in the Infants and class sets of iPads (x15 in each class) available for in-class use and for SEN support. All printing of resources is dyslexia friendly – using coloured paper to reduce 'glare'. We have several visual overlays to support children in class. Visual timetables, Working Walls and 'Help Stations' are used in all classrooms to



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support learning. We can provide reading rules, pencil grips and pens that support children with fine motor difficulties. We are willing to cater our resources to support children in the mainstream classroom.

As a school, we have worked closely with the Bury Council CLAS team to ensure that parents can have a translator where needed and that letters are translated and information is available in different languages. CLAS can be contacted to work with students in school to help them develop their communication skills in a mainstream setting. The Traveller Education Team also work with any traveller children in school.

## **2:1 What activities are available for children and young people with special educational needs in addition to the curriculum?**

*How will a child /young person with SEND be included in activities outside the classroom, including school trips?*

*Will the child be able to access all of the activities of the school, and how will the school assist them to do so?*

*How will school involve parents in planning activities and trips?*

At St Joseph and St Bede, we are proud to be an inclusive school and students with any form of Special Education Need or Disability are fully integrated into all aspects of school life, including before and after school clubs. Students will be supported on a needs basis which may be one-to-one support with a teacher or teaching assistant. We have many opportunities for them to participate in sessions with our coaches from outside agencies as well as on the St. Francis Farm. Reasonable adjustments are a key focus in staff training and students are treated as individuals. The focus is on ensuring that all students make expected progress and this is monitored in the rigorous tracking system that is in place. Financially students are supported on educational trips and visits and are not excluded. Pupil premium funding is planned and tracked to ensure that those children are supported in a meaningful way.

Parents are invited in to discuss perspective trips and visits and their feedback is welcomed through individual contact and parent voice at our school. Where specialist planning is needed, we work closely with parents and outside agencies to ensure that children can access trips and have their needs catered for.

## **2:2 Transition**

*How will the school prepare and support a child/young person to join the school, transfer to a new school, or the next stage of education and life?*

*What preparation will there be for both the school and a child before he/she joins the school? How will a child be prepared to move onto the next stage?*

*What information will be provided to his/her new school?*

As a school, we regularly have events and taster sessions for children of nursery and school age attending our school. Our Nursery setting hosts open days for parents and children, as well as Stay and Play mornings for new parents. We also have several move-up days for children transitioning to Reception, to familiarise students, and parents, with the school site. For children within the school, we have a well-planned Move Up day in the Summer term, where the children experience a day in their new class with their new teacher and class team.

Children with an EHCP who are new to our school (Nursery or Reception) will have extra meetings, transition sessions and visits from their new class teacher in their current setting. Children with an EHCP in school have transition discussed at their annual review – where provision for the next academic year is discussed and shared. Where needed, this may also be time for a further environmental assessment and updated needs assessment. In addition to this, parents may arrange meetings with the class teacher and TA to look at preparation for the next year and discuss homework over the holidays. The SENDCo also provides current class teachers and TA's with transition resources.





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For children with an EHCP transitioning to High School, we invite The SENDCo or Assistant SENDCo from the named High School to the annual review. We also have several transition meetings with the High School teams to discuss the provision and needs of all the children attending. We as a school may also arrange further transition visits for children on the SEN register, or those who have particular needs when they arrive at high school.

We arrange for all records of SEN to be transferred to the High School to best support the children they are receiving and aid a smooth transition for the children and families. In our school, we ensure that pupil passports are up to date and shared with the new class teacher. We ensure that staff are aware of the needs they are receiving via transitional staff meetings. As always, the SLT, SENDCo and Assistant SENDCo are there to support teachers with planning and preparation for the children in their new classes.

## **2:3 Who can parents contact for further information?**

Who would be the first point of contact if a parent wanted to discuss something about a child? Who else has a role in a child's education?

Who can parents talk to if they are worried? Who should a parent contact if they are considering their child joining the school?

Who is the SEN co-ordinator and how can they be contacted?

If a parent wants to discuss something about their child, the first point of contact would be the class teacher and support staff in the classroom team. If a student has a Special Educational Need, the SENDCo and Assistant SENDCo are available for further support and discussion and would be the point of contact. We have a designated Looked After Child (CYPIC) and Child Protection officer – who is the Head Teacher – Mrs J Myerscough

For issues and concerns regarding e-safety – we have an e-safety officer – Mrs J Myerscough

Many members of staff will also impact a child's education at our school such as class teachers, support staff, teaching assistants, specialist music teachers, computing teachers and PE coaches, a parent support advisor, a pastoral support mentor, lunchtime support assistants and all other school staff.

Parents can contact any member of staff via the school office, their child's planner or at the start and end of the day at the child's Key Stage entrance to discuss any concerns or issues they may have. The School Office will be able to help any parent with their enquiries and get them the relevant support or contact they require.

If a parent is considering joining the school they should contact Mrs L Teasdale, the school business manager, at the school office.

The SENDCo is Miss Wheeler and Miss Keiley. Miss Wheeler is also responsible for teaching in Year 3/4 and Miss Keiley is also responsible for teaching in Year 1/2.

Assistant SENDCo is Mrs Pearson, an HLTA with responsibility for pupil premium, SEND and teaching PSHE.

Deputy Head – Mrs S Prince (Head of EYFS and KS1)

Deputy Head – Mrs H Daly (Head of KS2)



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## 2.4 What can the Local Authority offer to support my child with Special Educational Needs?

This information is set out in Bury Authority's local offer which can be found at: [SEND Local Offer Bury](#)

## 2.5 Contact details of support services for parents of pupils with SEN

[First Point Family Support Services](#)

[Bury Autism Parents Society \(BAPS\)](#)

[Bury Together](#)

[Speech and Language support for parents](#)

[Bury SEND Graduated Approach Toolkit](#)

## 3. Links with other policies and documents

This policy links to the following policies:

- Accessibility plan
- Admissions policy
- Equality and Accessibility Policy
- Behaviour policy
- Child Protection and Safeguarding Policy
- Supporting pupils with medical conditions
- Children with Health needs who cannot attend school.
- Anti-Bullying and Inclusion.

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