

St Joseph & St Bede R.C. Primary School

SEND Information Report



With **Christ** at the
centre, our *Dream*
is for **greatness** in our
learning, to
Believe in our
unique talents, to be
Guardians of
life & creation
and to *Achieve*
a better world, by
living life to the full.

You are a *Child of God...*
You are wonderfully made,
dearly loved, and precious in His sight.
 Before God made you,
He knew you...
there is no one else like *you!*

~Psalm 139

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 details the SEND provision at St Joseph and St Bede RC Primary School

Your questions about SEND provision...

1. What types of SEN does the school provide for?

At St Joseph and St Bede, it is the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential.

We use our best endeavours to secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum Condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Meet our SEND Team



Miss Wheeler

SENDCo



Miss Keiley

SENDCo ks1



Mrs. Pearson

Assistant SENDCo

Our SENDCo's have 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 and Inclusion Quality Mark.

Our Head Teacher also holds the National Award for Special Educational Needs.

All our teachers and support staff receive in-house SEN training, and are supported by the SENCo to meet the needs of children who have SEN.

Sometimes we need extra help to offer our children the support they need. Whenever necessary we will work with external support services to meet the needs of our children with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services

3. What should I do if I think my child has SEN?

What should I do if I am concerned about the progress of my child?

- 1. Talk to your child's class teacher**
Your child's class teacher knows them best in school.

 - You can arrange a meeting to:
 - Share the worries you have
 - Hear about the progress your child is making
 - Discuss current targets and how school is supporting them
- 2. Explain your concerns clearly**
Let the teacher know:

 - What you have noticed at home
 - What your child may be finding difficult
 - Any support you think might help them

This helps the school understand the full picture.
- 3. Share any important background information**
If your child has been seen by any outside professionals (e.g., speech and language therapist, paediatrician, occupational therapist), or if there are family or medical factors the school should know about, it's helpful to share this.
- 4. Arrange a follow-up meeting**
You and the teacher can agree a time to meet again to:

 - Review what support has been put in place
 - Check whether your child is making progress
 - Decide what should happen next
- 5. Ask to speak with the SENCo if concerns continue**
If your child is still struggling, even with extra support in class, you or the class teacher can ask for a meeting with the SENCo (Special Educational Needs Coordinator). The SENCo supports teachers and families and helps decide what further steps may be needed.
- 6. Discuss SEN Support**
Together, you, the teacher, and the SENCo may decide to add your child to SEN Support.
This means:

 - They will receive targeted support
 - School will create or update a support plan
 - You will be part of all decisions made

If your child still isn't making the progress expected after support has been tried, the SENCo may ask for help from specialists outside school, such as speech and language therapists. This ensures your child receives the right expertise and the right support.

Dream Believe Achieve

<p>4. How will the school know if my child needs SEN support?</p>	<p>At St. Joseph and St. Bede School, we will assess each child's current levels of attainment on entry to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:</p> <ul style="list-style-type: none"> ➤ Provide starting points for the development of an appropriate curriculum. ➤ Identify and focus attention on action to support the child within the class. ➤ Use the assessment processes to identify any learning difficulties. ➤ Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning <p>If your child is still struggling to make the expected progress, the teacher will talk to the SENCo, and will contact you to discuss the possibility that your child has SEN.</p> <p>The SENCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.</p> <p>Based on all of this information, the SENCO will decide whether the child needs SEN support.</p> <p>If your child does need SEN support, their name will be added to the school's SEND register.</p>
<p>5. How will the school measure my child's progress?</p>	<p>We will follow the 'graduated approach' to meeting your child's SEN needs.</p> <p>The graduated approach is a 4-part cycle of assess, plan, do, review.</p> <p><u>Asses</u></p> <p>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.</p> <p><u>Plan</u></p> <p>In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcome.</p> <p>We will put our plan into practice. The class teacher, with the support of the SENCo, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.</p> <p><u>Review</u></p> <p>We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.</p>

	<p>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. Pupils with an Educational Healthcare Plan have an annual review during the school year.</p> <p>This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.</p>
<p>6. How will I be involved in decisions made about my child’s education?</p>	<p>Your child’s class teacher will meet you twice per year at parent’s evenings to:</p> <ul style="list-style-type: none"> ➤ Set clear outcomes for your child’s progress ➤ Review progress towards those outcomes ➤ Discuss the support we will put in place to help your child make that progress ➤ Identify what we will do, what we will ask you to do, and what we will ask your child to do <p>We know that you’re the expert when it comes to your child’s needs and aspirations. So we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.</p> <p>We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.</p> <p>If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.</p> <p>After any discussion we will make a record of any outcomes, actions and support that have been agreed.</p>
<p>7. How will my child be involved in decisions made about their education?</p>	<p>The level of involvement will depend on your child’s age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.</p> <p>We may seek your child’s views by asking them to:</p> <ul style="list-style-type: none"> ➤ Attend meetings to discuss their progress and outcomes ➤ Prepare a presentation or video ➤ Discuss their views with a member of staff who can act as a representative during the meeting ➤ Gather pupil voice through questionnaires and discussions with the SENCO.

8. How will the school adapt its teaching for my child?

We provide ordinarily available inclusive provision for all pupils. This means that teaching and classroom practice are designed to ensure full participation and accessibility for a wide range of learners. This includes:

- Adjusted teaching approaches
- Specialised or modified resources
- Visual or structured supports
- Alternative ways of recording learning
- Sensory or environmental changes

Our inclusive practice is supported by the Dyslexia Friendly School Quality Mark and the Bury Inclusion Quality Mark.

Children with an identified need receive **SEN Support**, which may include:

- In-class adaptations tailored to their learning needs
- Small-group interventions
- 1:1 support where appropriate
- Evidence-based programmes such as FFT, phonics intervention, Numberstacks, Wellcomm, Black Sheep, social skills sessions, and behaviour support
- Guidance from the SENDCo, Assistant SENDCo, and any specialist staff

Class teachers remain responsible for the progress of all pupils in their class.

Children with an **EHCP** receive the specific provision detailed in their plan. This may include:

- Individualised programmes
- Classroom support
- 1:1 intervention
- Specialist therapy-based activities
- Targeted resources designed to meet identified needs

Provision is reviewed regularly to ensure outcomes are met.

<p>9. How will the school evaluate whether the support in place is helping my child?</p>	<p>We will evaluate the effectiveness of provision for your child by:</p> <ul style="list-style-type: none"> ➤ Reviewing their progress towards their goals each term ➤ Reviewing the impact of interventions ➤ Using pupil questionnaires ➤ Monitoring by the SENCo ➤ Using provision maps to measure progress ➤ Holding an annual review (if they have an EHC plan)
<p>10. How will the school resources be secured for my child?</p>	<p>It may be that your child's needs mean we need to secure:</p> <ul style="list-style-type: none"> ➤ Extra equipment or facilities ➤ More teaching assistant hours ➤ Further training for our staff ➤ External specialist expertise <p>If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.</p>
<p>11. How will the school make sure my child is included in activities alongside children who don't have SEN?</p>	<p>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. Reasonable adjustments are a key focus in staff training and students are treated as individuals.</p> <p>All our extracurricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips such as residentials, and overnight stays at school.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Financially students are supported on educational trips and visits and are not excluded. 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.</p>

<p>12. How does the school make sure the admissions process is fair for children with SEN or a disability?</p>	<p>The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted where the school feels that they can meet the needs of the child after careful consideration of the evidence given.</p> <p>St. Joseph and St. Bede is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the governing body is empowered to give absolute priority to a child where admission is requested under any locally agreed protocol. The governing body has this power, even when admitting the child would mean exceeding the published admission number (subject to the infant class size exceptions).</p>
<p>13. How does the school support children with disabilities?</p>	<p>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.</p>
<p>14. How will the school support my child’s mental health, and emotional and social development?</p>	<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.</p> <p>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.</p> <p>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>At St Joseph and St Bede RC Primary School we 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 through restorative justice practises.</p>

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Nursery to Reception
We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCo.
We hold stay and play sessions follow in the second half of the summer term in preparation for their September start.

End of Year Transition
When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.
We hold 'Move Up Day' for every class in school during the summer term. allowing the children to go up to their new classroom and meet their teacher.
Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.
Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition
At Y6 transition the SENDCo provides information on request to the local feeder Secondary Schools about children with SEND who have chosen to go there. For pupils with an EHCP, the SENDCo arranges a meeting with the SENDCo from the chosen Secondary School, the class teacher at St Joseph & St Bede RC Primary, the parents and the child during the summer term before transition and as part of the annual review cycle. Feeder secondary schools also provide opportunities for children on the SEND register to attend an additional transition day to support them further with this move to secondary 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.

Mid-Year new starters
When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family and a home visit to enable us to gain a greater understanding on the support we need to put in place.

Children with an EHCP
Children with an 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 look at preparation for the next year. The SENDCo will also provide the current class teachers and TA's with transition resources.

<p>16. What support is in place for looked-after and previously looked-after children with SEN?</p>	 <p>The interim head teacher, Mrs Daly is the designated teacher for looked-after children and previously looked-after children. She makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.</p>
<p>17. What should I do if I have a complaint about my child's SEN support?</p>	<p>Complaints about SEN provision in our school should be made to the your child's class teacher in the first instance. They will then be referred to the school's complaints policy. If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. 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 R Lafferty, the school business manager, through the school office email office@sisb.stoccat.org.uk</p>
<p>18. What support is available for me and my family?</p>	<p>If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. 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.</p>

	<p>To see what support is available to you locally, have a look at Bury’s local offer. Bury publishes information about the local offer on their website: https://www.bury.gov.uk/social-care-and-support/child-care-and-support/children-with-disabilities/bury-send-local-offer</p> <p>Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: https://barnardosendiass.org.uk/bury-sendiass/</p> <p>Local charities that offer information and support to families of children with SEN are: First Point Family Support Services Bury Together Bury SEND Graduated Approach Toolkit</p> <p>National charities that offer information and support to families of children with SEN are: IPSEA SEND family support NSPCC Family Action Special Needs Jungle</p>
<p>Links with other policies and documents</p>	<p>This policy links to the following policies:</p> <ul style="list-style-type: none"> • Accessibility plan • Admissions policy • Equality information and Objectives Policy • Behaviour and Anti-Bullying policy • Child Protection and Safeguarding Policy • Supporting children with medical conditions • Children with Health needs who cannot attend school.

19. Glossary

<p>Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams</p> <p>Annual review – an annual meeting to review the provision in a pupil’s EHC plan</p> <p>Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs</p> <p>CAMHS – child and adolescent mental health services</p> <p>EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs</p> <p>Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil</p> <p>Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind</p> <p>Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area</p> <p>Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment</p> <p>Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability</p> <p>SENCO – the special educational needs co-ordinator</p> <p>SEN – special educational needs</p> <p>SEND – special educational needs and disabilities</p> <p>SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND</p> <p>SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN</p> <p>SEN support – special educational provision that meets the needs of pupils with SEN</p> <p>Transition – when a pupil moves between years, phases, schools or institutions or life stages</p>
