

St. Joseph's Catholic Junior School



SEND Information Report

**'Jesus Christ is the unseen but ever present teacher
in our school, our model and inspiration
for all who work here.'**

November 2018

Meeting the Needs of Pupils with Special Educational Needs and Disabilities (SEND).

This SEND policy complies with the provisions in:

- **Equality Act 2010: advice for schools DFE (Feb 2013)**
- **SEND Code of Practice 0-25 (July 2014)**
- **Schools SEN Information Report Regulations (2014)**
- **Statutory Guidance on supporting pupils at school with medical conditions (April 2014)**
- **The New National Curriculum Document (2014)**
- **Safeguarding Policy**
- **Accessibility Plan**
- **Teacher Standards (2012)**
- **The Children and Families Act (2014),**

SEND Information Report

This SEND information report forms part of the Waltham Forest Local Offer for learners with Special Educational Needs and/or Disabilities (SEN). The information published in this document will be updated annually and, as changes occur during the year, the information will be updated accordingly. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

St. Joseph's Catholic Junior School provides fully inclusive mainstream key stage 2 provision. We strive to ensure excellence and enjoyment in pupils. It is our aim that all pupils achieve their potential academically, personally, socially and emotionally in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. We offer a range of provision to support our children with additional needs as set out in our 'School offer'. This is combined with the provision and teaching provided to the whole class.

We currently have five children with EHC Plans and 60 children on the Inclusion register.

For children with more complex needs, the frequency of such provision may result in the school applying for an EHC Plan.

We do not have a Resourced Provision Unit.

St. Joseph's Catholic Junior School offers provision to support children with:

- communication and interaction
- cognition and learning difficulties
- social, mental and emotional health problems
- sensory or physical needs

Assessment and provision:

How do we identify and assess pupils with SEND?

At different times in their school career a child or young person may have a special educational need. The Code of Practice uses this definition:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others the same age: or
- (b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The progress of all our children is closely monitored. Staff are continually assessing and evaluating the impact of their teaching through ongoing assessment. Termly pupil progress meetings are held between the class

teacher and members of the Senior Leadership Team (SLT), which included the SENCO during which the attainment and progress of all pupils within the class are discussed. If a child appears to be having difficulties with learning the class teacher will identify the possible barriers and put in place strategies and interventions to remove these barriers and plan the next steps in learning for the child. The class teacher will raise any concerns they have about individual children with the SENCo (Special Educational Needs Co-ordinator) and the SENCO will also support with the identification of barriers to learning and suggest strategies to remove these barriers.

Assessing and reviewing the progress of SEND pupils

Parents/carers will be kept fully informed about their child's progress and any concerns the class teacher has will be shared with parents/carers at the earliest opportunity. Parents will be kept fully informed of the support that their child is receiving in school. Parents are also encouraged to share any concerns they might have with the class teacher.

At St. Joseph's Catholic Junior School we use a range of assessments and reviews. We hold assessment weeks, formal pupil progress meetings, Personalised Learning Plans which include the views of parents and pupils, lesson and play observations and questionnaires.

The child's progress will continue to be monitored. If insufficient progress is made and concerns remain, then the child may need specific support from the school (SEND support). This support takes on a variety of forms depending on the specific needs of the child. In the SEN Code of Practice 2014, Pupils' Special Educational Needs are categorised as follows:

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

Children receiving SEND support will have a Personalised Learning Plan which will include SMART targets (specific, measurable, attainable, realistic and timely) matched to their needs.

At this stage it may also be beneficial to involve outside agencies to carry out further assessments to identify the strengths and weaknesses of the child. The results of these assessments will form the basis of the child's Personalised Learning Plan and the child's targets will relate to the recommendations made by external experts. Parental consent will always be sought before external experts are consulted.

Those children who have significant difficulties and complex needs may require an Education, Care Health Plan (ECHP) This is a statutory document which sets out objectives, strategies, resources and provision required for the child to make progress. There may be extra funding available to assist with this.

The same process would take place with a Looked After Child (LAC). However social workers and other professionals would also be involved at the initial meeting. These next steps would form the targets on the child's PEP (Personal Education Plan).

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO or Head teacher will inform parents about eligibility and applications for these arrangements. These additional arrangements will be completed on receipt of the annual document 'Key stage 2 tests: how to use access arrangements'.

Organisation of the curriculum and support for children with SEND

Teachers at St Joseph's are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring and training takes place to avoid pupils becoming over reliant and dependent on this adult support. In addition, the learning environment will be adapted as necessary to meet the learning needs of individual pupils. It may also be necessary for pupils with a special educational need or disability (SEND) to receive provision that is "additional to or different from" the differentiated curriculum, in order to overcome barriers to learning.

At St. Joseph's teachers and teaching assistants are involved in running intervention groups, booster groups, Easter study clubs, additional 1:1 curriculum support and Personalised Learning Plan support. `

We can offer programmes to support a variety of needs:

Interventions for Communication and Interaction			
Strategies/Programmes to support speech and language			
Increased visual aids	Key Words/Topic Maps Individual visual timetables	Group or 1-1 Speech Therapy Sessions organised by SALT	Individualised Speech therapy program set by SALT, followed through by trained specialist TAs
TA support during whole class teaching time	Advice from outside Professionals: EP, Outreach schools, Speech & Language Therapist, Behaviour support Team		

Social Skills Programmes/support including strategies to enhance self esteem			
School Home Practitioner	Speech and Language groups	Playground Monitors	Additional support: teacher, LSA, Play leaders, SENCO,
Quiet Zones at Lunchtime	Clear rewards and sanctions	Clear E Safety policy	Lego Therapy

Support/supervision at unstructured times of the day including personal care			
Promoting self-care & personal hygiene through school nurse visits and outreach services	Reward charts to celebrate success and set out expectations		

Interventions for Cognition and Learning			
Strategies to support/develop literacy including reading			
Differentiated Curriculum Planning, activities, delivery and outcome	Pre teaching of strategies, concepts and vocabulary	Self and Peer assessment	Use of ICT
Small Group – guided teaching/booster sessions	VCOP support	Targeted reading clubs	1:1 mentoring led by Teaching Assistants and Play Leaders
Awareness of learning styles - Visual, auditory and kinaesthetic approach			
Advice from outside Professionals: EP, Outreach schools,			

Strategies to support/develop numeracy			
TA/Teacher led booster groups Numicon	Additional use of visual and practical resources	Individualised programmes for a few pupils	
Advice from outside Professionals: EP, Outreach schools			

Provision to support/facilitate access to the curriculum			
Accessible school and classrooms	Accessible toilet	Use of ICT – whiteboards, netbooks, PCs	Gazebo for shade
Small group or 1:1 support from Teaching Assistant or Learning Support Assistant	Provision of outdoor learning environment	Flexible teaching arrangements	Carpeted floors
Blinds at windows	Visual Timetables	Tables and chairs at appropriate heights	

Access to a supportive environment			
Collaborative learning	Pre teaching and over learning of strategies, concepts and vocabulary	Visual timetables	Access to net books
Awareness of learning styles – Visual, auditory and kinaesthetic approach		Self and Peer assessment	

Planning and Assessment			
Differentiated Curriculum Planning, activities, delivery and outcome	Learning Objective and success criteria clearly communicated to children	Adaptation to timetable/school day	Marking and feedback policy
Home/School agreement	Individual Action Plan/individual provision map or EHC plan	Pupil passport	

Strategies/support to develop independent learning			
Flexible Teaching Arrangements	Success Criteria Peer and Self-Assessment	Achievements and Celebrating Success as well as building self-esteem and confidence	A Transition programme to support some children in moving class
Pre teaching/Over learning opportunities	Use of different groupings (Mixed ability teams, talking partners, ability groups)	Training in routines of school day	Promoting self-care & personal hygiene
Structured School and Class Routines	Visual timetables, aids, labels and modelling as well as Classroom displays – word walls, magpie ideas, interactive and tactile resources.	Development of positive attitudes and roles and responsibilities for the children	School Council – Pupil Voice

Interventions for Social, Emotional and Mental Health			
Mentoring Activities			
Training in routines of school day	Buddy and using children as positive role models.	Development of positive attitudes and building relationships with others	Class and Assembly time rewards
1:1 and small group mentoring sessions	Circle Time	Working in teams/as groups/individuals	Use of talk partners

Strategies to reduce anxiety/promote wellbeing			
Training in routines of school day	Support from class teacher TAs and playleaders	Promoting self-care& personal hygiene	LSA support using counselling/play techniques
Regular planned and unplanned meetings with the SENCo as required.	Achievements and Celebrating Success	Secondary Transition Programme for all and further for some pupils	Planned transition and meeting with Year 2 parents
Working in teams/as groups/individuals	Use of talk partners	Additional Support: Referral to CAMHS/Counselling inc BCCS	

Strategies to support/modify behaviour – more details in behaviour policy			
Circle Time to raise self esteem	Playground monitors on playground	Social skills groups	Time out/Individual working stations
1-1 behaviour program e.g. anger management techniques / individual contract / individual reward systems	TA/CT/ 1-1 Support Support from SENCO Involvement from Head Parental Involvement	Celebration Assembly to raise self-esteem (Star of the Week, achievements)	
Behaviour contracts			
Consistent and positive Behaviour policy framework based on rights, rules, responsibilities and encouraging good choices Whole school and class rules Whole School and Class reward systems promoting learning behaviour		Intervention from external professionals EP, Behaviour Support Team, Counseling inc BCCS, CAMHS, EWO	

Transition

Transition is a part of life for all learners. This can be transition to our year 3, a new class in school, having a new teacher, or moving to St. Joseph's from another school, or moving on to another school. We are committed to working in partnership with children, families and other providers to ensure positive transitions occur. We have very strong links with both our feeder infant and secondary school.

Planning for successful transition is a part of our provision for all learners with SEND in order to reduce anxiety and concerns around "moving on".

Please also see our Transition policy.

Transition				
Session in with parent / carer before starting	Children experience KS2 break and lunchtime routines	Additional visits to new environment to ensure familiarity	Photographs of new environment and faces taken home to talk about with child	Meetings with parents/outside agencies
Visits from receiving school to child in old environment	Open days for children to see all of school and see all classrooms	Meetings between previous and new teachers	Visit to meet new class teacher	Secondary Starters intervention

Accessibility

At St. Joseph's Catholic Junior School we can offer:

- Access to strategies/programmes to support occupational/physiotherapy needs
- Access to modified equipment and ITC

Our last Environmental Audit review took place in academic year 2017/18. This was written with St Josephs Clarke School. The Joseph Clarke School is a school for pupils with visual impairment and additional or complex needs in Chingford.

Interventions for Sensory and Physical			
Strategies/Programmes to support Occupational Therapy/Physiotherapy/Physical needs			
Pencil grips/ Specialist pencils Support for handwriting skills fine motor skills	Further differentiation of physical activity (fine and gross motor)	Physical Adjustments and support as necessary	Provision of specialist equipment & resources
Advice from outside Professionals: EP, Occupational Therapist			

Medical Interventions			
Individual support to facilitate access to the curriculum	Further differentiation of physical activity	Care plans in place	Medical support from the School Nursing Team
Physical Adjustments and support as necessary as well as Provision of specialist equipment & resources	Medical support (e.g. Monitoring of Diabetes)	Intervention from external professionals EP, Outreach schools, School Nurse	

Liaising and communicating with others			
Liaison / Communication with parents			
Informal meetings	Parent consultations/meetings to review progress	Regular contact with parents and carers	Website
Excellent communication with external professionals		Newsletters	Text and Email Alerts

The advice and recommendations provided by outside agencies will also be incorporated into the organisation and adaptation of the curriculum for individual pupils with SEND.

Liaison with Professionals Include:			
Educational Psychologist	Specialist Advisory Teachers	SALT – speech and language therapist for initial concerns	School Nurse
Waltham Forest Dyslexia Association		Infant and secondary Schools Meetings	SENCo Cluster groups

Monitoring the effectiveness of provision for SEND pupils

Monitoring progress is an integral part of teaching and leadership at St. Joseph's Catholic Junior School. Parents/Carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the "assess, plan, do, review" model and ensure parents/careers and children are involved in each step.

Children, parents/carers, teaching and support staff will be directly involved in reviewing progress. This will be known as the ‘team around the child’ (TAC). This review can be built into the intervention itself, or it can form part of an additional review meeting, where progress and next steps are discussed. If a learner has an Educational Health and Care Plan (EHC plan), the same regular review conversations take place, but will also be formally reviewed annually during the person centred review (PCR). The SENCO collates the impact data of interventions, to ensure that the interventions are effective.

Progress data of all learners is collated by the senior leadership team and monitored by teachers, senior leaders and Governors. Our school data is also monitored by the Local Authority and Ofsted. Evaluations are made of the provision of interventions, using our tracking systems

Reviewing Provision and Developing Expertise of Staff

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

The Inclusion Manager actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. This is shared with other members of staff.

Outside agencies provide training and coaching to members of staff working closest with pupils with specific needs.

The school seeks advice and guidance from external agencies to review, evaluate and develop provision for pupils who have the most complex needs.

TAs are trained weekly by members of staff in areas of the curriculum, for example grammar and numicon.

Extra-curricular activities

All learners have the same opportunity to access extra-curricular activities. At St. Joseph’s Catholic Junior School we offer a range of additional clubs and activities after school, during lunch time and during the school holidays. Changes are made as necessary in order to accommodate children with a specific requirement.

Other Professional Bodies involved in School

We currently involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting children’s needs and supporting their families.

This currently includes school nurse, speech and language therapy for initial assessments, social worker involvement, Early Help, CAMHS, Josephs Clarke School, Whitefield Outreach Service, Educational Psychologist and Brentwood Catholic Children’s Society.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

In the first instance, any concerns should be discussed with the child’s class teacher. If you would like to arrange a meeting, please make an appointment either with the teacher or via the school office. If you feel your issue has not been resolved, then please make an appointment to speak to the Inclusion Manager. If you still feel your concern has not been addressed, then an appointment should be made with the Head Teacher.

Class Teacher Class teachers are responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

Inclusion Manager (Special Educational Needs Coordinator - SENCo) Mrs Amanda O'Regan

The Inclusion Manager is responsible for applying the school's SEN policy. If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the Inclusion Manager. The Inclusion Manager is responsible for:

- Coordinating provision for children with SEN and developing the school's SEN policy
- Ensuring that parents are: - Involved in supporting their child's learning and access
- Kept informed about the range and level of support offered to their child - Included in reviewing how their child is doing - Consulted about planning successful movement (transition) to a new class or school
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Head Teacher Mr John Alexander

The Head Teacher is responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEN.

The Inclusion Governor, Samantha Edwards, is responsible for supporting the school as we evaluate the quality and impact of provision for pupils with SEN across the school. Please see the SEND policy for further information.

Details of the Waltham Forest Local Offer: www.walthamforest.gov/localoffer

Information about SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service can be found at:

The Citizens Advice Bureau

CAB

220 Hoe Street

Walthamstow E17 3AY

Telephone: 0300 330 1175