



# St Joseph's Catholic Primary School SEND Information Report



## Identifying children with SEN and assessing their needs.

How does St Joseph's know if children need extra help and what should I do if I think my child may have special educational needs?

- We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. Teachers meet with Senior Leaders termly to monitor and identify further support their children may need.
- We use the Graduated Approach by following the **Assess, Plan, Do, Review cycle**.
- Our staff are vigilant at supporting and raising any concerns. All concerns are taken to the SENCO who investigates further and decides on any necessary actions.
- We use data and other forms of assessment to identify additional needs and celebrate achievement.
- Parents/carers are encouraged to speak to the class teacher about any concerns they have.
- We have some in-house expertise in special educational needs.
- Please refer to the SEND policy (on website) for more detail.

## Special Educational needs provision and the approach to teaching children with SEN

How will St Joseph's staff support my child?

- We are a mainstream, inclusive school that fully complies with the requirements outlined in the SEND code of practice 2015. Staff have been trained so as to cater for children who may have difficulties with:
  - **Communication and Interaction**
  - **Cognition and Learning**
  - **Social, Emotional and Mental Health (SEMH)**
  - **Sensory and/or Physical.**
- Teachers meet with Senior Leaders termly to monitor and identify further support their children may need. When a child is identified as having SEND, we utilise **Surrey's Inclusion and Additional Needs offer alongside our Ordinarily Available Provision (OAP)** to further develop their in-class support and identify next steps in teaching and learning (more information in our SEND Policy).
- We monitor the impact of interventions (where possible) through regular meetings and progress tracking.
- There is a Senior Teacher who leads on Intervention across the school and the SENCOs work closely with her to oversee SEND provision. The Head Teacher shares this information with governors.
- All our additional support programmes are overseen by the Senior Leadership Team.

**Adaptations made to the curriculum and learning environment**

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

- Mastery is embedded in our curriculum planning, carefully supported (scaffolded) to encourage deep learning, regardless of ability.
- We have a tailored personalised curriculum and regular Learner Progress Meetings help us to monitor this and reflect on the next best steps. These meetings are held with senior members of staff. Regular parent meetings are held and the parents informed of targets and achievement.
- All our teachers are clear on the expectations of Wave 1 High Quality Teaching provision and this is monitored regularly by the leadership team. Wave 1 is embedded in our Teaching and Learning Policy which is updated yearly (where necessary) and shared with staff regularly throughout the year.
- Wave 1 provision refers to whole class learning and teaching which is planned carefully and thoroughly to ensure that all pupils can make progress through high-quality, everyday personalised learning. The foundation of this is the Ordinarily Available Provision (OAP) detailed on the Surrey Local Offer page.
- Subject Leaders are responsible for ensuring children with SEND can access and progress in their subjects and this is overseen by the Senior Leadership Team. In particular, we are passionate about ensuring all children enjoy a full and varied curriculum through access to all Foundation Subjects.

**Arrangements for consulting parents with SEN and involving them in their child's learning**

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

- We regularly share progress feedback with all our learners and their families.
- In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. We hold parents evening twice a year and, unless prevented from doing so by National Restrictions (Covid 19), we also hold at three open classroom sessions where parents are invited to come and view their child's work.
- At such at meetings (and through other means such as notes in the Reading Record) we clearly share what can be done by families at home to support the learning at school. This is also reinforced by generic updates on the curriculum which we share through our newsletter and website.
- We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need.
- Should more regular contact be required for a child with SEND, our staff will make suitable arrangements to ensure this is put in place. The SENCo will usually initiate direct contact via email and/telephone and then arrange face to face meetings as necessary.
- **Parents of children with SEND are invited to contact the SENCo directly** via [senco@stjosephs-epsom.surrey.sch.uk](mailto:senco@stjosephs-epsom.surrey.sch.uk) rather than through the generic Contact@ email address.
- We believe in supporting the development of parenting skills and as such deliver workshops on site or, when necessary, online. Past examples include E-Safety, maths and phonics workshops.

<p><b>Support for emotional, mental and social development</b></p> <p><b>What support will there be for my child's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• A senior leader takes responsibility for Ethos and Wellbeing – Miss Heidi Shanks and in addition we have a trained Mental Health First Aider – Miss Sophie Mundy.</li> <li>• Relevant staff are trained to support medical needs and in some cases all staff receive training.</li> <li>• We have a medical policy in place.</li> <li>• Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.</li> <li>• We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</li> <li>• Learner voice is central to our ethos and this is regularly encouraged in a variety of ways.</li> <li>• We have a zero tolerance approach to bullying in school. (see policy)</li> <li>• We have three trained Emotional Literacy Support Assistants (ELSAs) who work part-time at the school as well as a TA who specialises in The Brick by Brick® Programme. We can also offer a qualified Counsellor to support children dealing with significant emotional trauma or difficulties.</li> </ul>
<p><b>Involvement of other bodies eg Health care, Social care.</b></p> <p><b>What specialist services and expertise are available at or accessed by St Joseph's?</b></p>	<ul style="list-style-type: none"> <li>• Our staff receive regular training and our teachers all hold qualified teacher status. Our Teaching Assistants are all trained well in the intervention groups which they run and we hold meetings termly to monitor those groups and check the progress of any children within them.</li> <li>• We have a number of established relationships with professionals in health and social care. We regularly work with an Educational Psychologist, a Speech and Language therapist, as well as with members of staff from STIPS (Specialist Teachers in Inclusive Practice, Surrey) and the Physical and Sensory service. Children are seen off site by an Occupational Therapist/Speech and language Therapist where necessary and any recommendations are implemented by the class teacher and SENCO.</li> <li>• We work closely with Early Help and Children's services when necessary and the senior leader with responsibility for Ethos and Wellbeing takes the lead on developing these working relationships.</li> <li>• All external partners we work with are vetted in terms of safeguarding and if we buy in additional services we would monitor the impact of any intervention against cost, to ensure a value for money service.</li> </ul>
<p><b>Expertise and training of staff</b></p> <p><b>What training have the staff supporting with SEND had or are having?</b></p>	<ul style="list-style-type: none"> <li>• The SENCO Team are qualified teachers; they are assisted by the previous SENCO who is now the Interventions lead for the school.</li> <li>• We build special educational needs into our strategic training programme.</li> <li>• Other professionals regularly train our teachers and teaching assistants e.g. Speech and Language, Physical and Sensory Support, STIPS and the Freemantles ASD Outreach service, amongst others.</li> </ul>

<p><b>Engagement in activities available</b>  <b>How will my child be included in activities outside the classroom including school trips?</b></p>	<ul style="list-style-type: none"> <li>• Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.</li> <li>• Children who require a care plan are carefully planned for when taking part with school trips. Communication with parents is essential for the success of the experience for the child.</li> </ul>
<p><b>Adaptations made to the curriculum and learning environment</b>  <b>How accessible is St Joseph's environment?</b></p>	<ul style="list-style-type: none"> <li>• We have a full Accessibility Plan in place (available on the website) and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments; where possible for all areas of the curriculum including Physical Education.</li> <li>• Our policy and practice adheres to and embraces The Equality Act.</li> <li>• We monitor the languages spoken by families in our settings. Welcome information can be requested in home languages through the school office.</li> <li>• We have 'link parents' for a number of our minority groups.</li> <li>• Staff differentiate their approaches and activities so that all children can access the curriculum.</li> </ul>
<p><b>Arrangements for supporting children in transition phases of education</b>  <b>How will St Joseph's prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</b></p>	<ul style="list-style-type: none"> <li>• We have a robust Induction programme in place for welcoming new learners to our setting. Our Induction Policy sets out objectives and time frames to help the child and parents feel settled at school.</li> <li>• Transition meetings are held at the end of each academic year between the previous and new class teacher. Where children are joining in Reception, there are settling in sessions and a graduated start into the school community. The SENCO will visit a nursery if required before a child joins the school. Where children leave us at the end of their primary journey, thorough transition meetings are held with secondary school staff to ensure they receive all the relevant information. Children are given the opportunity to visit their new school settings during term time.</li> <li>• We have very good relationships with any feeder settings as well as settings children/young people move onto.</li> <li>• Children with EHCPs will have transition reviews in year 5. This enables families to consider and talk through secondary schools with key professionals before submitting their school preferences in the Autumn term of Year 6.</li> </ul>
<p><b>Evaluating the effectiveness of provision made for children</b></p>	<ul style="list-style-type: none"> <li>• Budgets are closely monitored and aligned to the school improvement plan.</li> <li>• Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.</li> <li>• We seek to ensure value for money service.</li> </ul>

<p><b>How are St Joseph's resources allocated and matched to children's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• Our budget is carefully allocated according to the needs of our children.</li> <li>• All funding provided for SEN children, including those who are also on Pupil Premium, is directed towards raising achievement.</li> <li>• Specific resources such as dyslexia friendly books, pencil grips and wobble cushions can be purchased to support individual children as part of our reasonable adjustments provision.</li> </ul>
<p><b>Arrangements for consulting children with SEN</b></p> <p><b>How is the decision made about what type and how much support my child will receive?</b></p>	<ul style="list-style-type: none"> <li>• High Quality Teaching and Inclusive Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this.</li> <li>• Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families.</li> <li>• Staff or SENCO meet with the child to complete a one page profile and parents are invited to share and add to 'their' page throughout the year.</li> <li>• IEP targets are discussed with the parents and child before being implemented.</li> <li>• All interventions are monitored for impact and outcomes are defined at the start of any intervention.</li> <li>• The SENCo oversees all additional support and the Head shares updates with the SEN Governor.</li> </ul>
<p><b>Arrangements for consulting parents with SEN and involving them in their child's learning</b></p> <p><b>How are parents involved in St Joseph's?</b> <b>How can I be involved?</b></p>	<ul style="list-style-type: none"> <li>• We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations.</li> <li>• We operate an open door policy. We take every opportunity to strengthen this dialogue.</li> <li>• Parents are invited to contribute though a number of means.</li> <li>• Our Governing Body includes Parent Governors/representatives.</li> </ul>
<p><b>Further information and handling complaints</b></p> <p><b>Who can I contact for further information?</b></p>	<ul style="list-style-type: none"> <li>• Should you have any concerns about your child please contact your child's teacher first.</li> <li>• If there are further concerns which aren't alleviated by the first contact with your child's teacher then please contact the SENCO or any other member of the leadership team.</li> <li>• Detailed information can be found in our 'Complaints Procedure' policy on the website.</li> <li>• Please contact the school if you are considering our setting for your child as there are tours of the school and grounds which you can book onto.</li> <li>• School Office – <a href="mailto:info@stjosephs-epsom.surrey.sch.uk">info@stjosephs-epsom.surrey.sch.uk</a> / 01372 727850</li> </ul>

- The SENCOs are Catherine Lohn and Amy Fox – [senco@stjosephs-epsom.surrey.sch.uk](mailto:senco@stjosephs-epsom.surrey.sch.uk)

Please refer to the Surrey Local Offer website for more information:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

If you have a concern about the development or learning needs of a child and need more help or support, the **Learners' Single Point of Contact** (L-SPA) is another point of contact – **0300 200 1015**

**SEND Advice Surrey** offers free, impartial information, advice and support to parents, carers, children and young people with special educational needs and/or disabilities (SEND) 0-25 years.

Contact details: 01737 737 300 / [SENDAdvice@surreycc.gov.uk](mailto:SENDAdvice@surreycc.gov.uk) / [sendadvicesurrey.org.uk](http://sendadvicesurrey.org.uk)

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