



SEN Information Report St Joseph's Catholic Primary School Guildford

What kinds of special educational needs do we provide for at our school?

At St Joseph's we are a fully inclusive mainstream primary school, complying with the requirements outlined in the Special Educational Needs Code of Practice (2014). We make reasonable adjustments to our practice so as to comply with the Equality Act (2010). We offer quality first teaching for all children, delivered by the class teacher. Children's needs are identified and appropriate learning activities are taught. We provide additional support to pupils identified by the class teacher. The SENCO supports, and where appropriate arranges training, to provide teachers with appropriate strategies and practices to enable all children to engage and learn. Staff are trained so as to be able to cater for learners who may have difficulties with:

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

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO.

St Joseph's SEN policy can be found on the school website. The SENCO is Mrs Jennie Trimmer who can be contacted by telephone through the main office on 01483 888401 or by e-mail: jtrimmer@stjosephsguildford.com.

As a school we continually assess children's learning, plan their next steps, and review progress made through data analysis and age expectations.

- Pupil progress is regularly monitored, assessed and tracked by the class teacher.
- Termly meetings are held with the class teacher and Head to review and discuss pupil progress.
- If a class teacher is concerned that a child is not making expected progress the parents will be involved in discussing next steps and reviewing outcomes.
- Parents have daily contact with teachers and are welcome to make appointments to discuss any concerns they may have. There are also parent consultations twice a year.
- If a parent is still concerned or wish to discuss any concerns with the SENCO they can make an appointment through the school office on 01483 888401.

- We use our teacher assessments to identify any additional needs and if appropriate the class teacher or SENCo will arrange for additional support to be provided.
- The SENCO is also the Medical Needs Officer and ensures records of children with medical needs are regularly updated. Parents are required to complete Medical Care Plans if their child has a medical need and if appropriate the school will also liaise with the School nurse or other professionals such as a diabetic nurse, to complete Care Plans.

Arrangements for consulting parents of children with SEN and involving them in their child's education.

At St Joseph's we endeavour to build relationships with our parents to support pupils' learning and needs and we have an open door policy. Parents are invited to contribute to our school in a number of ways including:

- Children identified with additional needs will have a Provision Map outlining interventions provided. The class teacher will meet with parents to discuss their child's needs and targets. These will be reviewed and updated termly. Children with an Education Statement or EHCP (Education Health Care Plan) will also have annual meetings to agree continued support. If the child is under 5 years of age the review will be held after 6 months.
- We share progress and next steps with parents through parent consultations, Learning Journeys (EYFS), yearly reports and through our open door policy where parents or teachers can make appointments to discuss progress throughout the year.
- At the end of year one children complete a National phonics screening check to assess whether children have reached an appropriate level in phonics. Children who do not meet the required level will be identified as needing additional support. This information is shared with each child's parent.
- At the end of year two children complete National Assessment Tests in English and Maths. The results of these are fed back to parents.
- Year group letters inform parents what their child will be learning, enabling parents to have a greater understanding of the curriculum and how they might want to support their children at home.
- During parents evenings parent are able to look at their child's classroom.
- Homework is regularly sent home to reinforce learning at school.
- Parent consultations are held twice a year to discuss their child's progress and next steps in learning.
- Parent are invited to give feedback on their child's report.
- Our school website informs parents about our school, policies, curriculum and Governing body.
- Volunteers – Parents and carers who have DBS (Disclosure and Barring Service) clearance for the school, are invited to support children in the classroom.
- Parents are given an overview of the School Improvement Plan (SIP) which highlights key areas for development during the academic year.
- Parents and teachers have regular contact at the start and end of the school day or by appointment. Where appropriate communication books are used for identified SEND children in school.
- The Governing body includes Parent Governors who are able to be involved in the decision making process within the school. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. If a parent governor vacancy becomes available parents can submit a short statement of interest via the school office. Should a vacancy arise a letter will be sent home explaining the process.
- We have a Parent/School Association (PFSA) which is actively involved in school life and fund raising and all parents are invited to become involved. Details of how to offer parental support can be found on the school website.

Arrangements for consulting young people with SEN and involving them in their education.

- At St Joseph's teachers regularly assess pupils and track their progress. If quality first teaching has not enabled the pupil to make sufficient progress they will be identified at the progress meetings which are regularly held with the phase leader. Identified pupils are discussed with the SENCO and appropriate support or interventions are discussed and put into place.
- Children requiring interventions because of special educational needs will have individual targets recorded on a provision map with the provision being put in place to support them. Teachers will meet with parents to talk through these with them.
- Children complete one page profiles, with support, to enable the adults working with them to understand how to support them best and have a clear overview of the whole child.
- Children know what they have done well and their next steps for learning are through marking and through discussion with the teacher and teaching assistant during class work and intervention time. Teachers encourage children to reflect on their progress and learning. We feel this enables the child to feel fully involved in their own learning.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.

During our assess, plan, do and review cycle we look at the actions needed to support a child towards their outcomes and highlight what each stakeholder (parent, child, SENCO, teacher, specialist teacher and any other professional involved) can do in order to make a positive contribution. Children's progress is continually monitored by their class teacher through assessments, observations and tracking.

- Children's progress is tracked to ensure they are making expected or above expected levels of progress in line with the National Curriculum. In year one to six these levels may be shared with parents at parent consultations and on their child's report.
- Teachers use their assessments to inform their planning and next steps for children's learning.
- Children identified with additional needs will have a Provision Map outlining interventions provided. The class teacher will meet with parents to discuss their child's needs and targets. These will be discussed and updated termly. We are in the process of inviting parents of children of The Code of Practice into school to complete 'SEN Support Arrangements' with the SENCO. These enable us to share information between home and school and give a greater view of the whole child, their needs and how to support the child and their family.
- Children with an Education Statement or EHCP (Education Health Care Plan) will have annual meetings to agree continued support. The child is involved, where appropriate, in their annual review meeting.
- SEN children complete one page profiles which tell adults how they learn best and how to support them.
- We share progress and next steps with parents through parent consultations, Learning Journeys (EYFS), yearly reports and through our open door policy where parents or teachers can make appointments to discuss progress throughout the year.
- Children know their next steps and targets through our marking and verbal feedback.
- At the end of year one children complete a National phonics screening check to assess whether children have reached an appropriate level in phonics. Children who do not meet the required level will be identified as needing additional support. This information is shared with each child's parent.
- At the end of year two children complete National Assessment Tests in English and Maths. The results of these are fed back to parents.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

- At St Joseph's there is an induction programme for reception pupils to welcome and settle them to their new class, to meet their peers and teachers. There is a staggered settling period in reception.
- Year 1 - 5 pupils visit their new teacher and classroom during the Surrey Induction day.
- Year 6 pupils visit our local feeder school for events during the year and have an Induction day.
- Year 6 children complete transition booklets, which go to their next school.
- Staff meet with teachers from feeder schools to pass on records and information of pupils as part of our transition programme.
- During celebration evening children and parents are invited to look around their next class together.
- Our SENCo will meet to discuss and pass on records of SEN children to next phase schools.
- SEN children who need extra transition support will have group or individual sessions with the ELSA person in school to talk through changes and they will then have an extra visit to their new school and class to allow them to further familiarise themselves to adults that will be supporting them (if possible). During this visit they may make an extra transition book.
- Children moving to a new SEND provision will also have transition meetings and visits.
- SEN children can take their 'SEN Support Arrangements' booklet with them to their new school to show how they learn best and what they feel supports them.

The approach to teaching children and young people with SEN.

At St Joseph's we adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to help include all children not just those with SEN.

- Children within our school are supported in a variety of ways depending on their needs.
- Our first level of teaching is delivered by the class teacher within the classroom, where all children's needs are identified and appropriate learning activities are taught.
- Where pupils are identified by the class teacher and SENCO as needing additional support a Teaching Assistant is allocated.
- Some children may also be identified as needing additional interventions. Each term teachers and the SENCo monitor the impact and effectiveness of interventions through tracking of pupil progress.
- With parents consent the SENCo may also involve external agencies such as Learning and Language Support Service for additional advice on how to best support a child.
- Individual provision maps for pupils on the Code of Practice detail targets set by the SENCo and class teacher and any additional interventions taking place. These targets are shared with all staff working with the child and with the parents. These are reviewed and updated termly.
- Our SEN Governor undertakes regular visits / meetings with the SENCo to monitor the quality of our special needs provision

How adaptations are made to the curriculum and the learning environment of children and young people with SEN.

- The curriculum planning is informed by children's interests and individualised to meet their needs and current attainment.
- Teachers regularly monitor and assess children's learning and use this information to plan high quality curriculum lessons to ensure all children make progress.
- Differentiation and assessment is embedded in our curriculum and practice and reasonable adjustments are made to teaching approaches and resources in order to include and support all learners to access the curriculum.
- Teachers share clear learning objectives with the children, explaining how they will achieve them.
- Teachers use effective questioning and engage children in learning to ensure high levels of pupil involvement and learning.
- Children identified by a teacher and the SENCo as needing additional support will receive targeted interventions and support.
- We have an Accessibility Plan and are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- All spaces both inside and out are accessible via ramps or lifts.
- Classrooms and facilities located upstairs can be accessed by a stair lift.
- There are disabled toilets available within the school.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

We aim to ensure that all staff working with learners who have SEN have a working knowledge of the difficulty in order to support children access the curriculum. We have staff within the school who have been trained in the following areas:

- ELSA – Emotional Literacy Support Assistant
- Makaton – used alongside speech to support children with speech difficulties so they can communicate effectively.
- Elklan
- Down Syndrome
- Attachment – to enable all staff to understand the needs of children with attachment difficulties and be able to address their needs.
- Coaching – we use coaching so staff can self evaluate and improve their performance.
- Autism – to continue to develop the awareness and understanding of ASD within our school and know how to best support children.
- Precision teaching – a one to one program to support children's learning.
- Safeguarding
- First Aid
- Positive Touch

Training is ongoing to reflect changes within our school. We have regular meetings for teachers, Teaching Assistants and lunchtime staff to ensure they are aware of current school developments and training opportunities in order to support the children within our school. Each year training is arranged by the Head Teacher or SENCo to support teachers in planning for children with SEN and to support children in all areas of school life.

Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. We liaise with a number of external agencies including:

- Behaviour Support Services (BSS)
- Learning and Language Support (LLS)
- Educational psychologist (EP)
- Social Care and the Education Welfare Officer (EWO)
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Service (CAMHS)
- Freemantles Outreach Support Service for children with ASD
- Physical and Sensory Support Services (PSSS)
- Race Equality and Minority Achievement service (REMA)
- School Nurse

Evaluating the effectiveness of the provision made for children and young people with SEN.

We receive an allocated budget for all children in the school including those with Special Educational Needs and Disabilities. This money is used to meet children's needs. Additional funding will be given by the Local Authority if a child has a Statement of Educational Needs or Educational Health Care Plan and the cost of meeting their needs is more than £10,000 a year. We review the needs of the children within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The SENCOs, SLT and SEN Governor monitor resources and intervention provisions available and the SENCO also monitors how they are being delivered. Teaching assistant meetings are an opportunity to discuss good practice and deliver further training or updates if required. Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

We have an inclusive school approach to inclusion which supports all learners engaging in activities together and all children are fully integrated into school life, both inside and outside of the classroom.

- Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs.
- Trips are carefully selected to ensure all children are able to access the facilities. Risk assessments are carried out beforehand and a parent helper meeting is held prior to the trip to ensure that all adults are aware of the plan for the day and any individual needs.
- Outside areas are accessible and children are supported to use the environment safely while still allowing them the opportunity for risk and challenge.
- KOOSA Kids run an extended provision at the school for children from Reception to Year 6, before and after school. They also provide holiday activities during some of the holiday periods. Leaflets with more information can be obtained from the school office.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

- Our Emotional Literacy Support Assistants (ELSA) and school counsellor work with children identified by the class teacher or SENCo as having an additional social or emotional need, such as difficulties playing socially with other children or a recent bereavement or loss. They will assess individual needs and devise a programme of intervention or support to best meet their needs. This might be developing social skills through group activities or individual sessions to help children with emotional difficulties. If appropriate a meeting with the child's parent will be arranged to discuss best ways to support the child and family.
- We liaise with a number of agencies to help us support children and their families such as Behaviour Support Services (BSS), Learning and Language Support (LLS), Social Care, the Education Welfare Officer (EWO), Child and Adolescent Mental Health Services (CAMHS) and Family Support Worker.
- Through our Personal, Social, Health and Economic education (PSHEe) program, we develop relationships, confidence and self awareness, preparing our children for life now and in the future. We have regular Circle Time sessions in each class.
- There are regular opportunities for activities which build self esteem such as the Awards Assembly.
- We have a School Council with meetings regularly attended by nominated children from every class from Reception to Year 6. Whole school issues are discussed and taken back to class.
- We have Friendship Stops on the playground to support children at playtime and lunchtime.
- Children are able to talk to their class teacher about their worries through PSHE sessions or one to one during quiet moments in the school day.
- We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person. Over the last year we have worked with: Behaviour Support Services (BSS), Learning and Language Support (LLS), Social Care and the Education Welfare Officer (EWO), Occupational Therapy (OT), Speech and Language Therapy (SALT), Child and Adolescent Mental Health Service (CAMHS), Physical and Sensory Support Services (PSSS), Race Equality and Minority

Achievement service (REMA) and the school nurse. We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically. At present we do not have any Looked After Children.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

The SENCO at our school is Mrs Jennie Trimmer who can be contacted by email: jtrimmer@stjosephsguildford.com; or by telephone via the school office on: 01483 888401.

In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENCO may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. If the matter needs to be discussed further an appointment can be made with the Deputy Head Teacher or Head Teacher via the school office.

A copy of the school's complaints procedure can be found on the school website. The complaints procedure outlines the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through Surrey SEND Information, Advice and Support Service (SSIASS)- previously known as Surrey Parent Partnership, on 01737 737300.

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| Completed by: | Jennie Trimmer, SENCO | November 2015 |
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