



St Joseph's Catholic Voluntary Academy

Believe, Achieve, Succeed

Under Saint Joseph's guardianship and protection, we will be supported to achieve and succeed in the things the Lord wants us to do.



**Part of the Corpus Christi Catholic
Academy Trust**

SEN Information Report

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	St Joseph's Catholic Voluntary Academy
Address:	Coventry Road, Market Harborough, Leics, LE16 9BZ
Telephone Number:	01858 465359
Name of Headteacher:	Mrs. Karen McVea
Headteacher contact details	As above
Website address:	www.stjosephs.leics.sch.uk
Twitter Feed details:	StJosephsCVA
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4 - 11
Date of Last Inspection:	March 2011
Outcome of last inspection:	Good
Does school/college have a specialist designated unit / additional learning support department?	No
Total number of students with special educational needs at St Joseph's.:	11

1. The kinds of special educational needs for which provision is made St Joseph's.

There are 4 main areas of SEND:

Communicating and interacting - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning - for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties - for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs - for example, children and young people with visual and/or hearing impairments or a physical need that means they must have additional ongoing support and equipment. Some children and young people may have SEN that covers more than one of these areas.

The new Primary National Curriculum (2014) states that, 'teachers should take account of their duties under equal opportunities legislation that covers disability, ethnicity, gender, sexual identity, and religion or belief.'

At St Joseph's we are committed to offering an inclusive curriculum to ensure the best possible progress for **all** our pupils, whatever their needs or abilities.

At various times many children require additional support for a set period of time to help them meet their needs or improve their learning. As a mainstream setting, the decision to do this is made by the school taking into consideration a number of factors such as:

- Liaison with the previous school / pre-school setting
- Parent/carer concerns
- Conversations with staff following concerns being raised
- Foundation stage profiles
- Observations by the class teacher and other members of staff
- Baseline assessments and other continual assessment procedures including observations
- Pupil progress and attainment tracking
- Identification through involvement with outside agencies
- Assertive Mentoring
- Previous identification by outside agencies (e.g. OT, Physio, Ed P, SALT, Autism Outreach, CAHMS)

2. Information about St Joseph's policies for the identification and assessment of pupils with special educational needs.

Some children with SEND can be identified at an early age, for example through parent/carer concerns, a health professional or a pre-school setting. However, for other children, difficulties become evident as they get older:

- The child may be performing below age related expectations despite appropriate interventions or may be making slow progress.
- Concerns may be raised by the teacher for example, behaviour or self-esteem affecting performance.

Staff are trained to recognise possible indicators for SEND, for example, Dyslexia, and Speech and Language difficulties. Observations and assessments can be made, where appropriate, to help identify specific learning difficulties. School staff work closely with parents/carers and health professionals/outside agencies to build up a complete picture of the child's needs, so that appropriate support can be put into place; this may involve referrals (with parents/carers consent) to other health or education professionals.

3. Information about St Joseph's policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How St Joseph's evaluates the effectiveness of its provision for such pupils

When a child is identified as having a special educational need, the following will be put in place known as the Graduated Response - Assess, Plan, Do, Review

Assess - identify what the core problem(s) is and

Plan - plan an appropriate strategy, taking into account how the child learns the best.

Do - carry out the plan.

Review - review how it's working by closely monitoring to see the impact of intervention.

SEND is monitored by the Headteacher, SENDCo and SEND Governor, as well as the class teacher.

Head Teacher monitors the data

Staff plan for identified children and how this is planned is dependent on the level of need.

Wave 1 - child is supported through Quality First Teaching

Wave 2 - child is supported through a tailor made plan which may require intervention

Wave 3 - child has an EHC/Statement. A detailed programme is drawn up between the health professionals involved, the SENDCo and Class Teacher. This programme is monitored regularly and rigorously.

The Headteacher, SENDCo and the SEND Governor are in regular contact with one another. The SEND Governor and the SENDCo will report to the full Governing Body on a regular basis.

(b) St Joseph's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every child at St Joseph's C.V.A. is tracked carefully, not only for attainment but also for progress. This information is based on teacher assessments, test data and Assertive Mentoring. Children on the SEND Register will be identified on planning and the class teacher will set targets.

Targets should be S M A R T:

S - Specific

M - Measurable

A - Attainable

R - Realistic

T - Time specific

Targets are reviewed regularly by the SENDCo and class teacher and this information will be

shared with children and parents/carers and any outside agencies involved termly.

We believe that your child's education should be a partnership between parents/carers and teachers. This allows for parents/carers to be involved in their child's learning and, in particular, to be aware of their progress. This is facilitated through:

- The school encourages an open-door' policy allowing parents to speak to the SENDCo or to make an appointment to meet at a convenient time
- Parents Meetings
- Regular meeting with SENDCo and the Head Teacher
- Planning shared with child and parents/carers
- Progress reports containing yearly attainment
- Children's targets shared with pupils and parents/carers
- Children receiving Wave 3 interventions (Statement/EHC) will receive an IEP style document

(c) St Joseph's approach to teaching pupils with special educational needs

- All children (SEND or otherwise) will receive high quality teaching. This will be differentiated to meet the needs of **all** children.
- All staff have high expectations of all pupils, regardless of their needs.
- When necessary, children will receive additional support, both in and outside of the classroom. This could be in the form of small group work, 1:1 support or with specialist equipment. Support is provided by class teachers and teaching assistants.
- Some children will receive more specialist support from a range of external agencies.
- Staff always liaise closely with parents/carers and listen closely to the view of the child.

At St Joseph's, staff ensure that all pupils, with or without Special Educational Needs or Disability are treated inclusively. Inclusion removes barriers to learning and ensures participation and learning for all. Inclusion also involves eliminating discrimination and promoting equality. This will be achieved through a holistic approach to teaching and learning with differentiation of tasks and, where appropriate, allocation of support staff.

(d) St Joseph's will adapt the curriculum and learning environment for pupils with special educational needs

The class teacher is responsible for planning and assessing the progress of all the children in their class. Planning, and the delivery of lessons, will take into account the child's strengths and weaknesses, as well as the individual child's interests:

Work is differentiated at an appropriate level, taking into account children's needs, so that all children are able to access the curriculum.

Where children have SEND, the class teacher liaises closely with the SENDCo and Headteacher who co-ordinates all support for these children.

(e) St Joseph's will provide additional support for learning that is available to pupils with special educational needs

Observations and assessments are made in school by staff as well as outside agencies. The child's progress is based on teacher assessment and data is tracked closely. This information forms the basis of planning appropriate provision allocated to every SEND child (co-ordinated by SENDCo and Headteacher).

Under the new SEND Code of Practice, SEND statements will be replaced with education, health and care (EHC) plans taking children and young people up to the age of 25. Transfers from statements to EHC plans should be completed within three years.

EHC plans specify how staff time is allocated and also if staff training, equipment and interventions are required. This is reviewed regularly and any changes to provision implemented.

For those parents who have children with an EHC plan, a formal meeting will take place annually to discuss a child's progress (this may be in addition to other meetings).

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All children are included in all areas of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure the health and safety of every child and member of staff is not compromised.

- Bus with easier access is available for trips
- A Lunchtime Supervisor works as a Behaviour Mentor

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

Every child is encouraged to express their thoughts and concerns about school life. This is explored within Assembly Times, 'Statements to Live By', and Pupil Questionnaires. All staff will make themselves available for children to talk about their thoughts or concerns. All children have opportunities to stand for the School Council (a representative group of pupils elected by their peers). They play an active role in making their school a better place by listening to the views of all pupils. Children have an opportunity to be selected as part of the Chaplaincy Team and then take leading roles in acts of Collective Worship and developing the Catholic Life of the School.

All staff work hard to help children to build friendships, self esteem and positive behaviour.

The school works closely with the child, parents/carers and all health professionals (Speech and Language Therapists, Occupational Therapists, School Nurse, Educational Psychologist etc.) to ensure that all children with medical conditions, both physical and mental, are properly supported so they can play a full and active role in school life.

4. The name of and contact details of SEN co-coordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department

If at any point you are concerned about your child, please talk in the first instance to the class teacher. If you need further assistance contact Mrs. Hill (school SENDCo) or Mrs. McVea (Headteacher). Mrs. Whelan (SEND Governor) is also available to help you and can be contacted through the school office.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Training needs are continuously assessed to ensure that we can meet the needs of all SEND pupils. Planned programmes of training are delivered within school or outside from organisations including: Affinity Teaching School Alliance, SENDCo Net Meetings and SENDCo co-coordinator meetings.

Teaching staff and support staff have benefitted from training in developing inclusive strategies in the following areas:

- Dyslexia. Framework
- SENDCo has completed the National SEN Award
- Behaviour
- Intervention programmes such as, Numicon, Social communication, Fisher Family Trust Wave 3, Accelerated Acceleratewrite, Gaps in Maths, Moving Reading and Writing, Thinkwise, Personnel Interventions.
- Packtypes
- SEND course – SENDCo + Admin (SEND reforms)

We work closely with external agencies relevant to individual children's needs within our school including:

- Health providers (GPs, School Nurse, CAMHS, Paediatricians, Speech and Language therapists and Occupational Therapists)
- Social care, including family support workers, social workers
- Educational Psychologists
- Autism Outreach
- Family Support Worker
- Other local specialists and charities.
- Private health care professionals commissioned by parents/carers
- Affinity Educational Psychologist.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school is an old building with modern extensions. Consideration has been given to the needs of disabled users. Although it is built mainly on one level, there are parts of the building that are accessed by a short flight of stairs.

When a wheel chair is needed, the doorways have been adapted to allow access. It is possible to access most areas of the main building and the outside play areas in a wheelchair, although not always by the most direct route.

The school has a disabled toilet located by the junior classrooms. A disabled parking place can be made available at the front of the school. Children are provided with specialist equipment where appropriate.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

We believe that your child's education should be a partnership between parents/carers and teachers. This allows for parents/carers to be involved in their child's learning and, in particular, to be aware of their progress. This is facilitated through:

- An 'open-door' policy is encouraged to allow informal exchange of views and concerns and the Headteacher is always available
- Parents are invited to contribute through a number of means including: face to face meetings with the class teacher or SENDCo and parental questionnaires.
- Parents' Evenings in Autumn and Spring terms
- Parents can be elected onto our Governing Body

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Staff are skilled in listening to the child and value their concerns and opinions. In particular, parents and children are encouraged to share their views on the effectiveness of SEND provision.

SEND planning enables the child (and parents/carers) to express their opinions and play an integral part in setting appropriate and achievable targets. If your child has an EHC plan, their views will also be sought through regular review meetings with SENDCo and headteacher. We recognise that children with SEND, are a vulnerable group and we ensure they are closely supported and monitored.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

If at any point you are concerned with the support your child is receiving, please contact your child's teacher. Should the response provided not be to your satisfaction, then contact the SENDCo or Head Teacher (via the office) who will attempt to resolve any issues. The next course of action would be to contact the governor with responsibility for SEND.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The following support services can help parents with pupils who have SEND:

- Mrs. Hill- SENDCo withdraws pupils and carries out assessments (using this information to put together appropriate intervention programmes), or supports teachers in the classroom.
- Speech and Language Therapy Service - supports children with communication difficulties.
- Educational Psychology Service - supports children in a wide range of developmental issues.
- Autism Outreach Service - supports children on the Autistic Spectrum.
- ADHD Solutions - supports children on the ADHD Spectrum.
- Dianna Services - supports children with complex health needs
- Occupational Therapy Service - supports children with physical needs, sensory needs and motor coordination difficulties.
- Specialist Teaching Service (Hearing/Visual teams) - specialist staff meeting with children with hearing or visual impairment.
- Family Support Worker - offers free, impartial and confidential advice and support to parents/carers.
- Menphys SOS (Special Outreach Service) - provides support for children and families with SEND and complex health needs.
- School Nurse
- Specialist Health Visitor
- Private speech therapist (high needs).

Please be aware that in some circumstances Cross Boundary Children (children who live in Northamptonshire even if they have an LE16 postcode) may require dual access to some agencies (home/school). The SENDCo and administrative assistant will coordinate between these services.

In addition, the school's Governing Body has a duty to ensure that the school adheres to the SEND Code of Practice under The Children and Families Act 2014.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

If you have any concerns about your child, in the first instance you should discuss them with the class teacher. If you feel your concerns are not being addressed, or you require further advice, then you should contact Mrs. Hill, (SENDCo), Mrs. McVea (Head Teacher) or Mrs. Whelan (SEND Governor).

Parents / carers who are considering sending their child to St Joseph's school should contact Mrs. Webb at the school office on 01858 465359.

12. The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

We understand that moving between settings can be a stressful experience; therefore there are strategies in place to enable the pupil's transition to be as smooth as possible:

- We encourage all new children to visit the school prior to starting. For children with SEND, we build in further visits.
- Foundation teaching staff visit new children in their pre-school settings
- SEND children preparing to leave for secondary school, have opportunities for additional visits at all of our feeder schools including St Paul's, Welland Park Academy or Robert Smyth Academy where a programme specifically tailored to aid transition for vulnerable pupils is in place
- Year 6 and SEND staff meet with the SENDCo from all our feeder schools to discuss transfer information relative to each pupil.
- If your child has complex needs (or an Education, Health and Care Plan) there will be a transition meeting with staff from both schools.

13. Information on school/college contribution to the publication of the local authority's local offer

For more information on Leicestershire Local Authority's Local Offer and other support you can receive go to http://www.leics.gov.uk/local_offer.