



ST. MARY & ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND)

Information Report 2020

Inclusion at our school

St Mary & St Joseph's is a small, one-form entry school that provides an inclusive, mainstream setting catering for all children, including those with special educational needs. Our aim is to ensure that all our children fulfil their potential. We currently have 170 children in our school.

In the classroom, teachers make sure that children are given work that challenges them at their own ability level. On top of this, we have trained staff who work with identified individuals and groups with issues like: reading, spelling and mathematics, helping children with handwriting, making conversation and getting on with others.

In addition, support and advice is sought from a range of professionals outside the school where this is necessary to support children and families in meeting their needs.

At the moment, we support a wide range of needs including: dyslexic type difficulties, speech, language and communication needs, autistic spectrum difficulties and emotional needs as well as hearing difficulties and physical disabilities. Our wonderful building and facilities ensure that full access to all facilities is possible for all children.

School contacts

Head Teacher Mrs Gerry Christopher

SENCo Mr Andrew Pickavance

Both can be contacted via the school office. The contact details are:

Telephone 01929 462565

E-mail office@stmaryjosephswool.dorset.sch.uk

Details of the teachers responsible for each class can be found on our school website at:

http://www.stmaryjosephswool.dorset.sch.uk/website/teaching_staff/4074

Messages can be passed to Mrs Christopher or Mr Pickavance via the staff member on duty on the door in the mornings or via the school office. Any short queries can be discussed at the end of the school day or longer appointments can be booked via the office.

How does the school know if children need extra help?

When children first join our school, we receive relevant information from previous educational settings such as nursery, pre-school or former primary school.

The progress of all children is tracked closely by class teachers. Teachers, the Special Educational Needs Co-ordinator (SENCo) and the Head Teacher meet regularly to discuss the progress of all children. If it becomes clear that a child is not making the progress we would expect, we identify what additional support we can put in place at these meetings. In the first place, this might just be including a child in one of our regular booster groups or it could be that a more personalised programme is needed. If so, this is then discussed with parents and carers.

What should I do if I think my child may have special educational needs?

If parents or carers have a concern about the progress of their child, they should speak with the class teacher to discuss their concerns, in the first instance. The class teacher may then speak to our SENCo to see what support it is appropriate to offer. All our teachers are available to speak with parents briefly at the end of any school day, but parents and carers can also make an appointment via the office with their child's class teacher for a longer discussion. There are formal Parent & Carer / Teacher meetings in the Autumn and Spring Terms and informal open classroom events every half-term where children can share their work with parents after school. If a child is placed on our Inclusion Register (sometimes referred to as the SEN Register), their parents will be invited to an additional Parent & Carer / Teacher meeting in the Summer Term.

How will school staff support my child?

In class

In the first instance, all children receive "Quality First Teaching" from their Class Teacher which includes work set to a level that provides appropriate challenge for each child. In each classroom, the teacher routinely provides resources to help the children in their class, such as high frequency word mats, multiplication grids, writing slopes, pencil grips, coloured overlays for reading.

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

As noted above, all teachers differentiate learning (meaning that work is set to a level that provides appropriate challenge for each child) to meet the needs of all children in their class. In addition, specific, tailored provision is made for children who are on the Inclusion Register. For example, a child who has literacy difficulties may have a coloured overlay when reading or use IT equipment to record their work; for a child who has Speech Language and Communication Needs (SLCN), teachers and support staff use simplified language and/or pictures to help them to understand new vocabulary.

Boosters outside of class

Beyond this, a child may require a specific 'catch up' or booster programme. Where this is the case, their progress will be monitored from the start to the end of the programme. If progress is made and the child is then working within the expected range for their age, no further action will be required – other than the usual monitoring to ensure that the expected progress continues to be made.

We have a wide range of interventions in place in our school that may be used when we identify a need for additional support.

Interventions available at our school include:

English	Mathematics	Motor Skills	Communica- tion	Emotional Needs
Direct Phonics	First Class at Number	Handwriting Recovery	Time for Talk	Emotional Literacy Support Assistance (ELSA)
Dandelion Reading Scheme	Talk for Maths	Speed Up! Handwriting Programme	Talk Partners	Think Good, Feel Good
Rapid Reading Scheme	Springboard	Take Ten – for fine motor skills	Language for Thinking	Starving The Anger Gremlin
Talisman Reading Scheme	Plus 1	Move to Learn, Learn to Move	Socially Speaking	Starving the Anxiety Gremlin
Totem Reading Scheme	Power of 2	Nessy Fingers	Social Stories	Visual timetables
Talk for Writing (Pirate Writers)			ELKLAN trained TA	Now and Next Boards
Toe by Toe				Tailored Social Stories
Stareway to Spelling				
Accelerated Accelerwrite				

These are all externally developed programmes, backed by research, delivered in school by our own trained staff. All children are assessed before they start on one of these programmes and again at the end so that we can see whether the intervention has been successful and decide what to do next.

More significant needs – children being added to the Inclusion (SEN) Register

If a child has significant additional needs or fails to make progress on one of the intervention listed above, they may meet the criteria to be placed on our Inclusion Register. At this stage, we will, with permission of parents and carers, ask one of the agencies outside of our school to support us and their child. *See below for a list of outside support we access.*

For these children with a higher level of need, a detailed 'SEN Support Plan' will be drawn up by the child's teacher. It will highlight areas of needs, current objectives and how the school aims to deliver those objectives. These documents are created with the children and sent to parents to gather their views. For children with Cognition and Learning needs or Communication and Interaction needs, they may have a folder with activities to support their learning which can be completed during breaks in their learning. SEN Support Plans are formally reviewed at the end of each term by the class teacher alongside the pupil and are monitored by the SENCo in-between these formal check-points to ensure that the support provided is still relevant and appropriate.

The most significant needs – children with Educational, Health and Care Plans

If a child's difficulties remain despite providing a significant level of additional help and seeking advice from experts outside of our school, we may consider applying to the Local Authority (LA) for an Education, Health and Care needs assessment. This assessment will draw together information from everyone involved with a view to seeing whether a child's needs meet the level required for an Education, Health and Care Plan (EHCP). An EHCP details the child's needs, the educational provision the LA consider appropriate for an individual child and the type of placement (school) that will best support a child. You can find out more about EHCPs on the Dorset-for-You website at:

<https://www.dorsetforyou.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/ehc-needs-assessments-and-plans/education-health-and-care-ehc-plan.aspx>

Our in-house experts

Training of staff is an on-going process and we regularly invest time and money in training teachers, teaching assistants and lunchtime supervisors to improve what we do for all children. We regularly review the provision we offer and identify new intervention programmes, providing the necessary training for staff to ensure that these are delivered effectively.

The SENCo is available to provide support to teachers when planning for the needs of children with specific difficulties, if required.

How will we all know how my child is doing and how will you help me to support my child's learning?

At school, we will know how your child is doing on a daily basis by observations within the classroom and by tracking their progress using our assessment systems. The progress of all children is tracked regularly by class teachers and the senior leadership team.

Teachers have a range of tools to track the progress of the children in their class. These include: ongoing teacher assessments made as a result of the work going on in the classroom every day; termly assessments in reading, spelling and mathematics; external tests and assessments such as the Year 1 Phonics test, Year 4 multiplication test, SATs at Year 2 and Year 6 and the Reception baseline assessment.

We have an 'open door' policy in school so that parents and teachers have regular opportunities to discuss a child's need on an informal basis.

Parents are able to contact their child's teacher or the SENCo via email to discuss their concerns.

A home-school link book may be used, if appropriate, to keep parents and school in close touch.

Parents and carers may request, or be invited to attend, regular or ad hoc meetings to discuss their child's progress.

Parents' Evenings (October and February) and Open Classroom events (half-termly) give all parents and carers feedback on how well their child is doing.

Parents and carers of children who are placed on our Inclusion register are invited to an additional Parent-Teacher consultation in the Summer Term.

All parents and carers are invited to an informal coffee morning or afternoon tea during the year where they can find out about a specific aspect of the support we provide and ask any questions that they may have.

All SEN Support Plans are updated termly and sent home to gather parent's views.

An end of year report for all children is sent home in July.

How do children know how they are doing and what support they need?

All children receive verbal feedback from teachers and teaching assistants during a school day. Positive behaviour are rewarded in weekly assemblies with certificates and stickers given for good work and behaviour that mirrors our school values. Children get written feedback from their teacher in terms of marking comments on their work. Teachers mark work that is successful in pink and green is used where improvements can be made. Children are given specific targets in Mathematics and English and these can be found inside their work books.

If a child is on our Inclusion Register, the Support Plan will be shared with the child to ensure they understand their targets and how we will help them be successful in achieving them. They will be asked to sign the plan.

What support will there be for my child's overall wellbeing?

The well-being of all our children is our primary concern at St Mary & St Joseph's School. Pupils are successfully supported with their emotional, social and behavioural development throughout the school day and through curriculum lessons.

We have a set of values based around RESPECT that all children are fully aware of and which all adults refer to when praising behaviour or when speaking to children about poor choices they may have made.

- R Responsibility
- E Excellence
- S Support
- P Perseverance
- E Engagement
- C Co-operation
- T Tolerance

Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom. This may include emotional support (known as ELSA support), access to the Child and Adolescent Mental Health Services (CAMHS), Behaviour Support Services, our Educational Psychologist, counselling or other relevant support programmes.

Our Behaviour Policy, available on the school website, which includes guidance on expectations, rewards and sanctions, is fully understood by all children and consistently applied by all staff.

We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

All staff receive basic first aid training which is regularly refreshed. Additionally, some staff are further trained in Paediatric First Aid. Relevant staff are trained to support specific medical needs and in some cases all staff will receive training on whole school issues such as asthma. We have a policy in place which talks about supporting children in school with medical conditions.

What specialist services can be called in by school?

Where necessary, we can call in help, advice and support from a range of sources external to the school including:

- Educational Psychologist;
- Special Educational Needs Support Service (SENSS);
- Speech and Language Therapy;
- Hearing and Vision Support;
- Paediatric Services at Wareham and Poole – including the School Nurse;
- Children's Centre Physiotherapy / Occupational Health and Manual Handling teams;
- Attendance Support Officer;
- Behaviour Support Services;
- CAMHS – Child and Adolescent Mental Health Service;
- Family Partnership Zone;
- Dorset Reading Partners;
- Play Therapist;
- Out Reach and In Reach via the area's Special Schools.

All the external agencies that we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure that it is an effective, value for money service.

How will my child be included in activities outside the classroom including school trips?

Our Equality Policy, available on our website, promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns regarding safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs. If appropriate, parents and carers are consulted and involved in planning and, where appropriate, may attend school trips to support their child if they wish.

How accessible is the school environment?

An Accessibility Plan is in place and can be found on the school website. Where feasible, adjustments are made to improve the accessibility of our environment to meet individual needs. Our policy and practice is in line with The Equality Act 2010.

Our modern, well-maintained building and facilities ensure that full access to all facilities is possible for all children - with or without physical disabilities.

Responsibility for monitoring the effectiveness of SEND provision

The school's Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with special educational needs or disabilities and they receive an annual report from the SENCo on the provision made and the progress of the children on our Inclusion Register.

Who can I contact for further information?

In the first instance, parents and carers are encouraged to speak with their child's class teacher. For pupils on our Inclusion Register, further information and support can be obtained from the SENCo.

Outside of school, you can also find information from:

- The Dorset Council's website detailing the Council's Local Offer for SEND

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>

- The Dorset Parent Carer Council

"We are made up of parents and carers of children who have a variety of special needs from complex medical to challenging behaviour to learning or physical difficulties and more.

Our aim is to help improve the lives and opportunities for families, children and young people who are disabled in Dorset. We are doing this by being a voice to inform all agencies and services about the needs of disabled children and their families in Dorset."

<http://www.dorsetparentcarercouncil.co.uk/about-us>

Transitioning between Year Groups and to the next school

In the Summer Term, we provide transition sessions for children moving into their next year group. In these sessions, they spend time with the adults they will be working with in the next year to help support their development. The new teacher will meet with the previous teacher and SENCo to discuss the children's progress and strategies to support their learning. For any children who are concerned with moving into their new year group, we offer drop in sessions with our ELSA trained TAs and opportunities to complete extra sessions to meet their new teacher.

We have excellent working relationships with schools that provide the next stage of our children's education. Opportunities are provided from Year 5 onwards for children to be involved in activities at the next school. These include after-school taster sessions, sports tournaments and mathematics experiences. Sporting and enrichment opportunities are sometimes offered by the Dorset secondary schools to children who are on the Inclusion Register and we make sure that we always take advantage of such offers. In the past few years, these have included sailing, athletics and outdoor adventure days.

Getting transition right is important to us and we work hard to ensure that each child feels secure during this process:

- We make sure that we circulate details of opportunities our local secondary schools are offering to meet with parents of children on the Inclusion Register.
- We meet with the SENCos of the secondary schools to discuss the needs of any children with complex needs who are transferring to them.
- From the end of Year 5, we work with the parents of children with complex needs to help them consider the next best steps for their child and the provision available in Dorset.
- Children on our Inclusion Register benefit from additional visits to the new setting, both individually and as part of an enhanced transition programme.

September 2020