

## **ST. MARY & ST JOSEPH'S CATHOLIC PRIMARY SCHOOL Special Educational Needs and Disabilities**

(SEND) Information Report 2023-24

### **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 135 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.

The SENCo and other leaders of the school attend regular training and conferences within the local authority and the multi academy trust to develop this support. These meetings help to inform practice in the school whilst allowing the contribution towards the County Local Offer and policies shared across the trust.

### **School contact**

Head Teacher and SENCo Mrs Sarah Terrey

Mrs Terrey can be contacted via the school office.

The contact details are:

Telephone : 01929 462565

Email: [office@stmaryjosephswool.dorset.sch.uk](mailto:office@stmaryjosephswool.dorset.sch.uk)

Details of the teachers responsible for each class can be found on our school website at: [http://www.smsjwool.dorset.sch.uk/website/teaching\\_staff/4074](http://www.smsjwool.dorset.sch.uk/website/teaching_staff/4074)

### **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)/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

intervention groups or it could be that a more personalised programme is needed. If so, this is then discussed with parents and carers and a pupil passport including a provision map and SMART targets are developed to closely target support for progress.

**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 Vulnerable List (sometimes referred to as the SEN Register), their parents will be invited to an additional Parent & Carer / Teacher meeting in the Summer Term. The SENCO also offers Monday Meets where parents are able to book appointments to discuss concerns that can support early intervention and referrals.

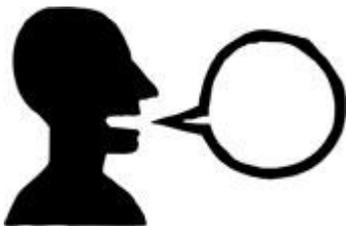
**How will school staff support my child?**

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 scaffolded resources to help the children in their class, such as high frequency word mats, multiplication grids, writing slopes, pencil grips, coloured overlays for reading, modelled writing, working walls etc. All staff will be aware of individual learning profiles completed by the SENCO which supports the Pupil Passport and learning targets.

**Our School Intervention**

**Speech and Language**

This intervention is provided with support and guidance from the NHS Speech Therapist. Pupils are externally assessed and a programme devised by the therapist is delivered regularly.



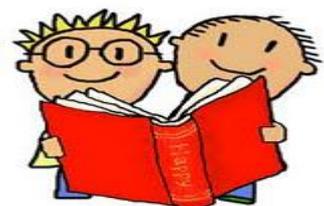
**Read Write INC**

A Catch up phonics scheme used for pupils who need targeted support to address gaps in their phonic knowledge.



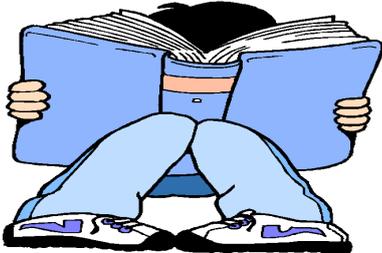
**Nurture Base**

A whole school safe space to support children with their feelings and wellbeing. IN the Nurture Base children can reset and return to learning or complete learning here when needed.



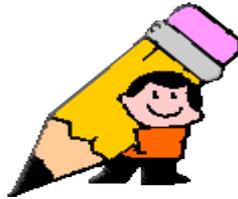
### Target daily Reader

15 mins 1:1 individual reading support with an adult. Reading and discussing books in order to develop reading confidence and comprehension skills.



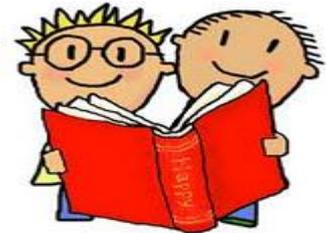
### Precision Teach

15 mins daily 1:1 using a pre-teaching flashcard method with rapid checking. This intervention supports pupils with short term memory issues. This method can be used for sight word reading, spelling and number facts.



### Words First

A whole word reading scheme linked to visual support. Pupils are taught using pictures first then picture and word finally words only using flashcards. Reading books are used linked to sets of words.



### Literacy +

A small group intervention for pupils with SPLD. Activities are linked to phonological awareness, rhyme, reading, spelling and comprehension.



### Dorset Reading Volunteers

This external service of trained volunteers works with children 1:1 who need a boost with reading. The session of 30 mins involves reading and literacy based games.



### Time to Talk

A lunchtime intervention to support pupils with social difficulties. This teacher led intervention focuses on turn taking, sharing and developing resilience.



### The Power of 2

A daily numeracy intervention that is completed 1:1. The focus is upon developing number fluency and confidence with basic number work.



### Class focus groups

Additional adult support used as directed by the teacher to provide support with learning concepts in Literacy and Numeracy.



### Learn to move

A 10 week intervention to develop gross and fine motor skills. If no significant progress is made after 10 weeks school make a referral to the Occupational Therapy team at the Children's Centre.



### Breakfast Club

Daily provision from 7.45 for pupils Disadvantaged and SEND pupils. This provides support for pupils who find the transition to start the day challenging.



### Boxall Profile

An attachment/nurture based intervention to support pupils with Social, emotional and Mental Health Needs. An assessment is completed and IEP created to develop emotional areas of development.



### OT/Physio Support.

Support provided 1:1 by a trained TA with support from the OT and Physio from DCH. This support will be provided 3 times per week.



### ELSA

Emotional Literacy Support assistants support pupils who experience difficulties with feelings and behaviour. There are 10 planned sessions.



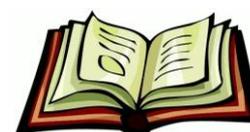
### Toe by Toe

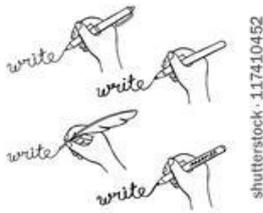
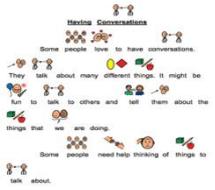
A 1:1 reading programme designed to be delivered daily for approx 15 mins. This intervention improves reading decoding and fluency.



### Home/school link book.

A book or record established when there is consistent concern for the behaviour and interaction of pupil and this needs to be communicated to parents daily.



<p><b><u>Handwriting: Write from the Start.</u></b></p> <p>A group intervention to be used to develop functional recording skills leading to joined handwriting. Children should start with book 1.</p> 	<p><b><u>Socially speaking</u></b></p> <p>A group intervention for pupils with an ASD diagnosis. This weekly group is designed to improve social communication, eye contact and understanding of social rules.</p> 	<p><b><u>Visual timetable</u></b></p> <p>Visual support for pupils with ASD or anxiety. WIDGET symbols are used consistently to show the routine for the school day.</p> 
<p><b><u>Social stories</u></b></p> <p>A comic strip or visual method of teaching or explaining rules and expectations to children who can find processing social information or understanding language difficult.</p> 		

**Children with more significant need**

If a child has more significant needs or is not making expected age related progress, we may, 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. There will be a consultation with parents to discuss support, targets and wider external support. They 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.dorsetcouncil.gov.uk/w/what-is-an-education-health-and-care-ehc-plan?p\\_l\\_back\\_url=%2Fsearch%3Fq%3DEHCP](https://www.dorsetcouncil.gov.uk/w/what-is-an-education-health-and-care-ehc-plan?p_l_back_url=%2Fsearch%3Fq%3DEHCP)

### **Children with Disabilities.**

At St Mary and St Joseph's, we work with our families to support the needs of their child. We value all children and promote equality across the school through our curriculum and making this accessible for all students. Our site is built on one level and has easy access to all areas. There are no steps in or out of the building and there is a disabled toilet. We ensure equipment is accessible no matter what the need and staff are supportive of children with any disability. More information on how we support children with disabilities can be found in our Accessibility Policy and Equality Objectives policy on the school website.

### **Our in-house experts**

Training of staff is an on-going process. All staff have received Trauma Informed training. The Nurture Based Lead is a highly experienced ELSA with an attachment based background. The SENCO is a Specialist Leader in Behaviour and Attendance and an Attachment Lead professional. All staff are experts in the teaching of reading following extensive training from Read Write Inc. 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 Reception baseline assessment, Year 1 Phonics test, Year 4 multiplication test and SATs at Year 2 and Year 6.

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 can contact their child's teacher or the SENCo via email to discuss their concerns. Parents and carers may request, or be invited to attend, regular or ad hoc meetings to discuss their child's progress.

Parents' Evenings (October/November and February/March) and Open Classroom events (half-termly) give all parents and carers feedback on how well their child is doing. All Pupil Passports are reviewed half termly, updated at the end of each term and are sent home to gather parent's views. An end of year report for all children is sent home.

### **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 behaviours 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. If a child is on our Vulnerable List, a pupil passport is written with the child to ensure they understand their targets and how we will help them be successful in achieving them. This plan will then be sent for consultation with the parents to ensure the school are meeting the needs of the child.

### **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. 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, making use of attendance action plans when required.

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 for 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.

### **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.

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 Vulnerable List.
- 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 Vulnerable List benefit from additional visits to the new setting, both individually and as part of an enhanced transition programme.

Dec 2024