



St Joseph's Catholic Primary School

Local Offer



Our Mission Statement

Our mission is to help each other to:

Be the best that we can be by following in
Jesus' ways

We respect and care for each other.

We are all part of Jesus loving family and
follow in Jesus' ways.

The staff team at St Joseph's Catholic Primary School;

**Head Teacher is
Mrs Juliet Walling**

**Deputy Head Teachers are
Mrs Louise Beaumont
Mr Stuart Pugh**

**Mrs. Sally Lee,
The SEND co-ordinator**

**The Learning Mentor is
Mrs. Lesley-Anne Berriman**

**School Burser – Mrs Ryan
Admin Officer – Mrs Tipper**

**Nursery – Mrs Roberts
Reception – Miss Counsell
Year 1 – Miss Clifton
Year 2 – Mrs Beaumont
Year 3 – Miss Richardson
Year 4 – Miss Onek/Mrs Hamilton
Year 5 – Mrs Deighton
Year 6 – Mr Pugh**

Contact details

[Telephone: 0152465576](tel:0152465576)

or via e-mail at;

bursar@st-josephs-lancaster.lancs.sch.uk

The Role of the SEND Co-ordinator

Maintaining an overview of all children with SEN within the school and for maintaining a list of children with SEN as a tool in tracking progress

Carrying out detailed assessments and observations of pupils with specific learning difficulties

Ensuring appropriate support is managed daily through the SEN team of Teaching Assistants (TA) and support staff and reviewing and updating the timetable to facilitate appropriate support for all SEN pupils and making efficient use of the staff

Reviewing all TAs annually through Appraisal and through regular meetings

Contributing to staff training relating to SEN issues where needed

Offering advice and support to class teachers across the School curriculum through active communication and lesson observation

Communicating with parents of SEN pupils as and when appropriate and attending consultations with other parties

Preparing and holding Annual Reviews for all pupils with a Statement and submitting reports to the LA following the Code of Practice

Communicating with outside agencies where necessary and reporting progress against agreed targets to the Principal/line manager

Monitoring IIPs

Attending all Pupil Progress Reviews to ensure full communication of SEN pupil needs

Providing a full transition programme for new and leaving SEN pupils

Other relevant areas as identified by the SLT and Head Teacher

The Role of the SEND Governor

The role of the SEND Governor is to act on behalf of the school's governing body to monitor progress of SEN pupils, support the SEN coordinator, and to monitor the budget on Special Educational Needs.

Currently our SEND governor is Mrs Rachel Rose

Principles and Procedures

SEND Policy Aims

To ensure the needs of all pupils with SEN are met through a positive culture, good management and appropriate deployment of resources.

To ensure that all pupils with SEN are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment.

To ensure that all pupils are enabled to enjoy their time in St Joseph's Catholic Primary School.

To identify any pupil's SEN as early as possible in order to put in place appropriate interventions and resources.

To enable full participation alongside other pupils where practicable to the 'taught' curriculum and the 'non-taught' curriculum.

To ensure that pupils with SEN, where there may be a vulnerability, are kept safe at all times within the school environment, and are enabled to integrate as fully as possible with the whole school population and have equal opportunity.

To correspond to all SEN requirements and provisions contained in the SEN Code of Practice 2014.

To ensure all working practice is kept in line with current local and national policies relating to SEN and Disability

To work in partnership with parents, educational professionals and external agencies to enable 'best practice' to meet SEN.

To access and utilise all available resources, training opportunities and funding in order to provide up to date and appropriate resources.

Principles and Procedures
Definition of SEND

Children have a *learning difficulty* if they:

Have a significantly greater difficulty in learning than the majority of children of the same age

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority

Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Accessibility and inclusion

St Joseph's Catholic Primary School is situated on the north side of Lancaster. There are 3 buildings, Nursery and KS1 have disabled access and toilets, however there is no disabled access to the KS2 main building situated on Aldrens Lane.

Parking is very limited, however we do have car parking facilities by the Nursery and KS1 buildings for use for staff, taxis for picking up children and disabled parking.

All information regarding the school is available from the main office on request. Weekly newsletters are displayed in all three building.

St Joseph's is an inclusive school. All our children are respected and treated equally, according to their needs. Inclusion is about creating and sustaining a secure, accepting, collaborative, stimulating community in which everyone is valued.

TEACHING AND LEARNING

Raising Achievement

At St Joseph's Catholic Primary School we have high expectations for all our children, recognising all educational achievement, and providing an inclusive-learning environment that meets the needs of all children enabling them to reach their true potential.

Our assessment of the children's learning is paramount, allowing teaching staff to teach and assess the individual child's learning needs and styles. Employing a range of skill-developing challenging activities for our children allows staff to use a range of evidence for teacher assessment, creating a learning environment whereby children are empowered to develop independence, and knowing how to improve. Teaching staff employ a range of teaching resources that support and extend children's learning; children are taught how to use these resources themselves to foster independent and collaborative learning.

Our children, staff and parents are clear about what is to be learned. Clear learning objectives and success criteria are identified for individual children, creating personalised learning. Our children and staff are fully involved in deciding next steps in learning and our marking policy celebrates children's successes identifying their next steps.

Each teacher has the responsibility to meet the needs of all the pupils in the school in their curriculum areas. A wide variety of strategies are used to provide support for children in various areas of the curriculum .

The following interventions and methods currently exist in St Joseph's:

Differentiation of input, tasks and outcomes, In-class support , Small group/individual intensive support sessions in Literacy and Numeracy.

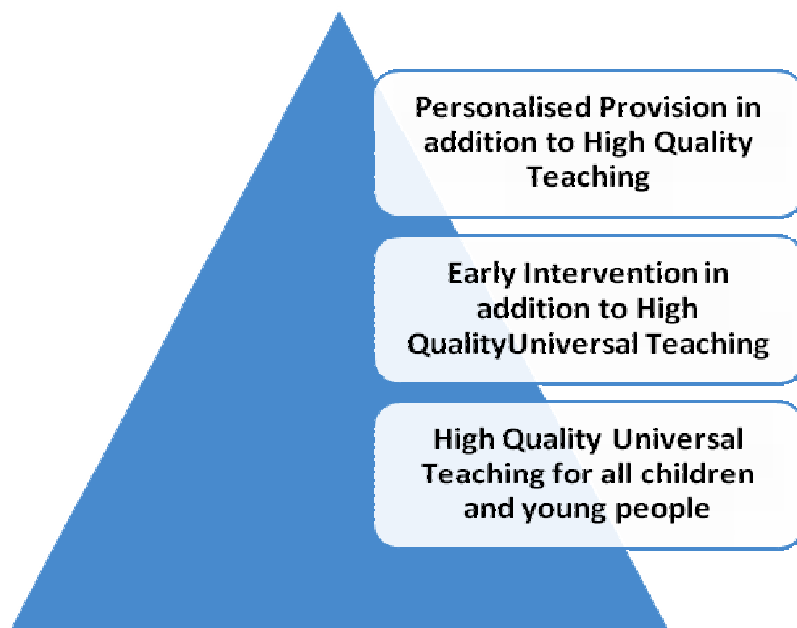
We also use the following to support children with extra needs;
Target setting IIPs (Individual Intervention plans) and Pastoral Support Plans with the Learning Mentor. Anger management, IBP (Individual Behaviour plans)

Statutory Assessment & EHCP (Education, Health and Care) Plan

The majority of children in our school achieve well through High Quality teaching. Our teachers are knowledgeable and sensitive and understand the process of learning and the impact that specific difficulties can have.

We make creative adaptations to our classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers.

The diagram below represents how a 'graduated approach' might look like for all, some and a few of our children with SEN



If the additional support and strategies employed by the school result in a continued lack of progress or there is significant cause for concern, a request for assessment of education, health and care (ECH) will be made to the LA (Local Authority)

EHCP will be focused on the outcomes the child seeks to achieve across education, health and care.

EHCP will set out how services will work together to meet the child's needs and in support of those outcomes.

EHCP will be based on a co-ordinated assessment and planning process which puts the child and their parents at the centre of all decision making

Statutory assessment will not always lead to an EHCP. The information gathered during an assessment may indicate ways in which our school is able to meet the needs of the child from within our available resources.

Provision

The school has staff trained to work with pupils who are identified as having a Special Educational Need.

Our Staff are encouraged to apply for relevant training to support the needs of the school and enhance their own professional development.

Our Special support assistants are given extra training in working with children with different and unique needs, and are fully supported by the SEN coordinator.

Staff feedback to colleagues usually by during staff meetings and inset opportunities.

The staff are encouraged to utilise specialist equipment and resources, including additional staffing where appropriate, in order to help each child achieve their goals and reach their full potential.

The staff liaise with specialist teachers and therapists from the Local Authority

St Joseph's SEND Provision

	End of Year 1 Working Below	End of Year 2 Working Below	End of Year 3 Working Below	End of Year 4 Working Below	End of Year 5 Working Below	End of Year 6 Working Below
WAVE 2 Intervention Group	EY1	EY2	SY2	DY3	DY4	DY5
WAVE 3 SEN IPP	P Scales	DY1	SY1	DY2	SY2	DY3
Delegated Funding/ EHC Plan	P6	P7	P8	EY1	SY1	DY1

If children are achieving below age-related expectations:

These children are classified as '**underachieving**' and their needs will be met through quality Wave 1 (First Class) and Wave 2 (small group intervention) teaching, appropriate differentiation and additional adult support from Class teacher/TA/SENCO.

If children are achieving well below age-related expectations:

These children are classified as '**Special Educational Needs**' and their needs will be met through Wave 3 (individual Pupil Plan) Teaching through additional adult support from TA/SENCO/Specialist Teacher

Provision overview

COP Area of need	Wave 1 (In class teaching)	Wave 2 (small group intervention)	Wave 3 (1:1 individual support)
Cognition and Learning	<ul style="list-style-type: none"> •Differentiated curriculum •Differentiated delivery •Differentiated outcome •Visual learning tools •Practical learning tools •Use of ICT •Use of EAL strategies •Awareness of additional needs •Visual Timetables •Guided Reading Session •Morning/Daily Snappy Maths Session 	<ul style="list-style-type: none"> •Catch-Up Intervention •Mentoring sessions (small group) Phonics Catch-Up Accel read/write IDL – Individual Dyslexia Learning 	<ul style="list-style-type: none"> •Handwriting/letter formation skills •Phonics catch up •1:1 tuition literacy and numeracy •IPP targets •Sound linkage •Launch the lifeboat
Behaviour, social, and emotional difficulties	<ul style="list-style-type: none"> •Flexible teaching arrangements •Differentiated curriculum •Differentiated Delivery •Differentiated outcome •Visual learning tools •Practical learning tools •Use of ICT •Implementation of Behaviour policy/individual behaviour strategies Circle Time 	<ul style="list-style-type: none"> •SEAL/PSHE •Social Skills Group Mentoring sessions (small group) 	<ul style="list-style-type: none"> •Learning Mentor sessions (1:1 – ranging from 1 session weekly to 1 session daily) •Family support •1:1 in class support •1:1 anger management (CAMHS) •1:1 behaviour programme/plan (IBP) •Boxall Profile •Teaching (Behaviour Recovery Model)
Communication and Interaction	<ul style="list-style-type: none"> •Flexible teaching arrangements •Structured school-based resources •Differentiated curriculum •Differentiated Delivery •Differentiated outcome •Visual learning tools •Practical learning tools •Use of ICT Phonics (KS1) 	<ul style="list-style-type: none"> •SEAL/PSHE •Social Skills Group Mentoring sessions (small group) 	<ul style="list-style-type: none"> •1:1 support (In class) •Wellcom programme •1:1 SALT
Physical & Sensory	<ul style="list-style-type: none"> •Flexible teaching arrangements •Teacher awareness of physical/sensory impairment •Resources Quality Wave 1 PE sessions – differentiated according to need 	<ul style="list-style-type: none"> Handwriting/formation skills 	<ul style="list-style-type: none"> •Physiotherapy programme •Occupational Health Programme •Use of specific resources/equipment 1:1 T.A support

Monitoring and evaluating SEND Provision

At St Joseph's we assess our children every half term. We use formal assessments and focused teacher assessments, the results for each child are collated and progress is measured. The data is then presented on our school tracking system and referenced at the 'Pupil Progress' meetings. The SLT/SENCO (Senior Leadership Team) along with the class teacher analyse the data looking for any anomalies or concerns. Core groups of children are scrutinised, these include; CLA (Children Looked After) PP (Pupil Premium), EAL (English as additional language), SEN (Special Educational Needs), AG&T (Able, Gifted and talented).

A professional discussion takes place; the SLT/SENCO will look at the steps that need to be taken in order to support a child or group of children who are not achieving their targets or indeed a child exceeding their targets. Any children requiring additional support will be identified at this point. The SENCO will look at intervention, which needs to be put in place in order to meet the children's need. Targets will be closely monitored. Each child will be set targets in reading, writing and numeracy. The targets are fed into the child's education plan and incorporated into the class targets.

Information from the intervention groups is recorded and is closely monitored regularly by the SENCO. This information is shared with the class teacher, so that targets set are worked on collaboratively.

In order to close the gaps between Special Educational Needs children and more able children, teachers will use effective differentiation, appropriate interventions and small group work.

Any areas of concern or less than expected progress is identified and discussed taking into account the child's progress within the classroom as well as the child's personal circumstances, such as changes at home, medical needs etc. At these meetings areas of need can be identified and children are placed into groups for further intervention if required.

REVIEWING AND EVALUATING OUTCOMES

Annual review of a statement of Special Needs

Formal Annual Reviews for pupils with a Statement of Special Educational Needs or Education, Health and Care (EHC) Plans are held at least within a twelve month period of any previous Review

Identification, Assessment and Review of SEND

St Joseph's will assess pupils as appropriate to determine their needs and the support required in line with current guidelines.

The school will support pupils and their needs when they join us with existing special educational needs.

We will work with parents and outside agencies to support pupils with SEN.

The SEN referral process can be initially triggered by Teacher, TA or parental concern directly to the SEN coordinator by letter, email or written communication.

Parents and other professionals (external agencies) may also raise concerns via the SEN coordinator, which may also lead to identification of pupils with SEN. The SEN list will be updated to reflect these changes.

Records of all SEN pupils will be formally recorded on the school's tracking system. This will be updated at the start of each new academic year to include the new cohort and to remove outgoing pupils, when new pupils start at our school mid-year, and regularly updated as new information or data becomes available.

The SEN coordinator, and if possible / appropriate, the relevant Key Stage leader, will oversee transition involving any pupil with pre-defined SEN. The SEN coordinator will liaise with the parents and external agencies.

Our Learning mentor and our TAs will play an active role in the transition of new pupils.

The School will regularly report to parents about the progress of their child, which will include at least two Parents' evenings and one written annual

report. The SENCO is available in addition to the class teacher on these occasions to meet with parents.

KEEPING CHILDREN SAFE

Risk assessments

Risk assessments are written to measure potential dangers. A Risk Assessment is written whenever a school trip is planned by the class teacher and countersigned by the Head Teacher. Registers are kept for all extra curricular activities. Parents are regularly informed about the various clubs and activities for pupils with SEN within the community.

All staff involved in school trips and extra curricular activities are made aware of any children who may encounter difficulty in accessing the club, and allowances are provided accordingly.

Additional staff provide 1:1 support at lunchtime, swimming and off site trips where necessary. There is always at least one member of staff on each playground during break times and appropriate ratios are in place at lunch times.

Handover arrangements

A member of staff is available on the playgrounds from 8.45 am every morning. It is the parents responsibility to ensure their child is safe before this time. We do offer a breakfast club situated in the KS2 main building every morning from 8.30. At the end of the day KS1 children will be collected by an adult only when the Class Teacher or TA has visibly seen them. Year 3 and 4 leave the KS2 building via the huff and puff playground and Year 5 and 6 with parental permission will be allowed home on their own via the football playground.

Parking

There is very limited off street parking by the KS2 main building which makes pick up and drop off very difficult. There is a car park by the KS1 and Nursery buildings which allows for pick up and drop offs.

Policies

All policies and procedures are available on request from the front office in the KS2 main building. Parents requesting copies of school policies etc will be charged 25p per single sheet of A4 paper.

HEALTH (INCLUDING EMOTIONAL HEALTH AND WELL BEING)

Medication

St Joseph's Catholic Primary school has a policy that staff can administer medication providing parents complete a form from the KS2 main building front office. The medication must state clearly what it is, the dose and the name of the child.

Care Plan

When drawing up a care plan parents, class teacher and school nurse will be involved to ensure the correct and relevant information is recorded. The care plan is kept on the notice board in all staff rooms and kitchen if necessary (particularly for food allergies). The care plan is reviewed on an annual basis.

Medical emergency

There are staff in all buildings who have first aid training and are kept up to date with any relevant information. First aid bags are regularly updated and monitored by the Health and Safety rep and school bursar. In the case of a medical emergency then 999 will be called.

School Nurse

The school nurse holds a drop in session for parents termly and if parents require further help and support she is available via school or can be contacted by telephone.

COMMUNICATION WITH PARENTS

If your child has a special need or disability we will:

Talk to you about your child's difficulties in learning or disability so we can understand their needs.

Make an assessment of your child's learning so we know which skills they need to learn next.

Ask the Special Educational Needs and Disabilities co-ordinator (SENDCO) to support and advise teachers so that your child can learn in the best way for him/her.

We have an open door policy and parents can speak to any member of staff before or after school or at a more mutual time that can be arranged.

We have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour.

Check on progress at least once a term and invite you to a meeting to discuss that progress.

Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.

Inform you about how to make a complaint if you are not happy with what we are doing to support your child.

Talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your child's needs because more advice/resources are needed to help your child to make progress.

We hold an annual open day of which parents are informed via newsletters and group calls.

The School will regularly report to parents about the progress of their child, which will include at least two Parents' evenings and one written annual report. The SENCO is available in addition to the class teacher on these occasions to meet with parents.

WORKING TOGETHER

Pupil's views are very important and feed directly into all policies, procedures and daily teaching of children with SEN.

Pupil's will be given regular opportunities to:

Self assess

Take part in Pupil Progress Meetings

Attend review meetings (where appropriate)

Suggest possible targets to achieve

Suggest how our school can better provide for their needs

Pupils will have the option to attend mentoring sessions in school to discuss how they feel about their learning, and to work alongside staff in order to achieve their potential.

Pupils will also have the opportunity to considered to be a member of the School council.

WHAT HELP AND SUPPORT IS AVAILABLE FOR THE FAMILY

The SENCO is available to offer help and support to parents completing any forms and paperwork. Parents are asked to make an appointment in advance if possible.

We will talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your child's needs because more advice/resources are needed to help your child to make progress.

If you are not happy with what we are doing to support your child we will inform you about how to make a complaint.

TRANSITION TO SECONDARY SCHOOL

Children in Year 5 and 6 have the opportunity to visit the secondary school of their choice.

Year 5 pupils attend a taster day at Our Lady's Catholic College in the summer term.

Year 6 children visit the school of their choice for the day in the summer term. Once they have visited the school children are invited to attend an evening with their parents and will be informed as to which form they will be in and have the opportunity to meet their form teacher. The form teacher will then visit school to discuss any concerns the children may have.

Children with Special Educational Needs will have the opportunity for extra taster days to familiarise themselves with the new school.

The SENCO from the secondary school will spend time with our SENCO to discuss any specific needs and requirements of children with Special Educational Needs.

EXTRA CURRICULAR ACTIVITIES

A range of clubs is available to both KS1 and KS2 pupils throughout the year. These usually take place after school between 3.15 and 4.15pm.

Prior permission is required from parents beforehand.

Clubs are available at no charge to pupils

We have a variety of clubs including: self defence, table tennis, football, change4life, dance, cooking and art.

