

# St Joseph's Catholic Primary School

**Mater Christi Multi Academy Trust**

Loving, Living, Learning Together



At St. Joseph's Catholic Primary School, we believe that every child is a unique creation of God.

We promote respect and care for one another following in the footsteps of the family Jesus wants us to be.

Caring for one another is at the centre of our school life.

We promise to provide educational opportunities and experiences to enrich the learning and well-being of the children by following the teaching of Jesus Christ.

Our school values its partnership with the Parish community and MAT, together enabling our children to become rounded, confident individuals, with an understanding of Gospel values as preparation for the world of work and life.

## SEND Information Report

Written by:	Date reviewed:	Approved by:	Date for next review:
Nicole Dodd	September 2024		September 2025

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## SEN Information Report 2021-22

Welcome to our Special Educational Needs (SEN) information report. At St. Joseph's, we support pupils across the four areas of need as laid out in the SEND Code of Practice 2014. The four areas are:

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

If you would like to speak to a member of staff about SEN, please contact one of the following:

- Nicole Dodd (SENCO) [n.dodd@st-josephs-lancaster.lancs.sch.uk](mailto:n.dodd@st-josephs-lancaster.lancs.sch.uk)
- Rachael Griffiths (Head Teacher) [headteacher@st-josephs-lancaster.lancs.sch.uk](mailto:headteacher@st-josephs-lancaster.lancs.sch.uk)
- Norah Mercer (SEN Governor)

### 1. What Special Educational Needs provision do we provide for?

St Joseph's Catholic Primary School is a one form entry, mainstream church school. We have provision primarily to meet the needs of all pupils, including those with (but not limited to):

- Social, Emotional and Mental Health issues (SEMH),
- Attention Deficit Hyperactivity Disorder (ADHD),
- Specific Learning Difficulties (SpLD),
- Autistic Spectrum Conditions (ASC),
- Speech, Language and Communication Difficulties (SLCN) and,
- Moderate Learning Difficulties (MLD).

### 2. What is the school's policy for the identification and assessment of pupils with SEN?

The SEND Code of Practice (2014) defines a child or young person as having a learning difficulty or disability, if they have:

- *'a significantly greater difficulty in learning than the majority of others of the same age' or;*
- *'a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.*

Therefore, when the Senior Leadership Team (including the SENCO) and Class Teachers discuss the children at Pupil Progress meetings, this criterion is used to identify children with a SEN. Parents can also raise concerns about their child with the class teacher or the SENCO, who will then have a discussion with the relevant agencies (if appropriate) and inform the parents of the outcome.

Children may have a special educational need at different times in their school life and there may be lots of reasons why this can occur e.g. absences from school or a change in school setting. For those children who are identified as having a SEND, additional or different provision will be provided alongside the normal differentiated curriculum, which will intend to overcome the barrier(s) to learning. The provision they will be provided with will be recorded in the child's individual provision map termly.

Each child with a SEN will also have an Individual Education Plan (IEP) that includes PIVAT targets and/ or targets from a child's EHC plan. The child will then have the opportunity to work on their IEP targets at least twice a week with an adult on a 1:1 basis. At the end of each half term: each IEP is evaluated; PIVATs are re-assessed; the child's view is recorded; and parents are informed of the progress made.

All children are formally assessed each term and those with SEN are no different. However, for those children who are working below Key Stage standards they will be assessed using the Pre-Key Stage standards. Alternatively, if they are working below the level of the national curriculum and not engaged in subject-specific study, they will be assessed against the Engagement Model. Attainment and progress (including PIVAT progress) for children with SEN, will be recorded on the SEN register by the SENCO. The SENCO will then identify areas of strength and weakness to determine where appropriate support and training is needed.

If a child requires more support than is available, an Education, Health and Care (EHC) plan request can be made. More information on this can be found at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>

### 3. What is the school's policy for making provision for pupils with SEN?

If a pupil is identified as having a SEN, we will provide support that is additional to or different from the differentiated approaches, and learning arrangements, normally provided as part of high-quality teaching. The support for each pupil is described on an individual provision map, which describes the interventions and actions that have been provided to support the pupil. This individual provision map follows the pupil throughout each year group to create an in-depth picture of the pupil's journey at school.

Every half term, the SENCO corresponds the areas of need with the provision that is currently being provided. A whole school provision map is then devised to ensure enough support is being provided for pupils with SEN.

At St. Joseph's, any child identified as having a SEN will be given an Individual Education Plan (IEP) every half term. The SENCO will meet with parents and child every half term, to ensure there is a common agreement on the targets that have been set. To ensure targets are SMART (Specific Measurable Achievable Relevant Time-bound), we use PIVATs (Performance Indicators for Valued Assessment and Targeted learning) to narrow any gaps between the pupil and their peers. The pupil will then have the opportunity to work on their targets at least twice a week with an adult on a 1:1 basis. At the end of the half term: each IEP is evaluated; PIVATs are re-assessed; the child's view is taken; and parents are informed of the progress made.

The pastoral team provide interventions for those children who have a Social, Emotional or Mental Health need, to support them with overcoming their barriers to learning. Some children will also have support from outside agencies, such as Barnados and Child Action North West.

Within class, teachers will use various strategies to adapt access to the curriculum. Our Quality First Teaching (QFT) promise includes:

- Flexible routines
- Differentiation
- Modelling e.g. language and positive relationships
- Visual timetables
- Writing frames
- I-pads, laptops, or other alternative recording devices
- Positive relationships policy (please see website for further details)
- Practical apparatus and resources
- Independence e.g. responsibilities
- Multi-sensory learning
- Outdoor learning

If a child requires a more specific action or intervention that the school does not currently provide, the SENCO will be responsible for sourcing and introducing such provision or will apply for an Education, Health Care Plan (EHCP).

#### 4. How does the school evaluate the effectiveness of its provision for pupils with SEN?

At St. Joseph's, we operate an assess, plan, do and review policy with the children who are on the SEND register. The Code of Practice (2014) refers to this as the graduated approach. Every half term, we assess all learning, interventions and Individual Education Plans (IEPs) to monitor progress and impact upon a child's learning. We create new IEPs and plan relevant interventions, which we 'do' and then 'review'.

All IEPs are discussed with the pupil and then the parents, who are invited to a meeting regarding their child's needs.

The SENCO reports to the governors on a termly basis, the progress of all children with SEND. The whole school provision map is reviewed and adapted accordingly to accommodate any changes needed.

## 5. What is the school's arrangements for assessing and reviewing the progress of pupils with SEN?

At St. Joseph's, we operate an assess, plan, do and review policy with the children who are on the SEND register. The Code of Practice (2014) refers to this as the graduated approach. Every half term, we assess all interventions, learning and Individual Education Plans (IEPs) to monitor progress and impact upon a child's learning. This information is collated by the SENCO and reviewed.

Once IEPs have been evaluated using a RAG rating system, and new ones written, they are discussed with the pupil. Then, parents are invited to a meeting to discuss the IEPs and their child's progress.

Pupil progress meetings are held termly with the Senior Leadership Team, including the SENCO, and the Class Teacher. Progress of those with SEN is discussed and what can be implemented to further support their progress.

The SENCO will regularly review training that is needed to support a child's progress and will be responsible for organising such training for all members of staff.

## 6. What is the school's approach to teaching pupils with SEN?

At St. Joseph's we are committed to quality education encouraging each pupil to develop his or her potential in a caring, friendly and secure environment. We aim to instil confidence in our children so they can overcome their barriers to learning and enjoy their time as part of our school family. We hope to raise the aspirations and expectations of all our pupils with SEND so that there are equal opportunities for them to be the best that they can be. Governors are committed to ensuring that no pupil will be disadvantaged in having access to relevant experiential learning opportunities.

Within class, teachers will use various strategies to adapt access to the curriculum depending on the needs of the child. Our Quality First Teaching (QFT) promise includes:

- Flexible routines
- Differentiation
- Modelling e.g. language and positive relationships
- Visual timetables
- Writing frames
- I-pads, laptops, or other alternative recording devices
- Positive relationships policy (please see website for further details)
- Practical apparatus and resources
- Independence e.g. responsibilities
- Multi-sensory learning
- Outdoor learning

For a child with an Education, Health and Care Plan (EHCP), the curriculum is tailored to their needs with support of the SENCO, Class Teacher and Learning Support Assistant (LSA), if required. The pupil will work upon their targets and the national curriculum objectives for their ability and needs, within the classroom environment alongside their peers. There will be occasions where time spent outside of the classroom is more appropriate for their learning.

## 7. How does the school adapt the curriculum and learning environment for pupils with SEN?

If a child is identified as having a SEN, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high-quality teaching. The support is recorded on a provision map, which describes the interventions and actions that we undertake to support learners with SEND across the year groups. All interventions are monitored and assessed for their impact on a child's learning by the Class Teacher and the Senior Leadership Team.

For a child with an Education, Health and Care Plan (EHCP), the curriculum is tailored to their needs with support of the SENCO, Class Teacher and Learning Support Assistant (LSA), if required. The pupil will work upon their targets and the national curriculum objectives for their ability, within the classroom environment alongside their peers. There will be occasions where time spent outside of the classroom is more appropriate for their learning e.g. social and emotional interventions such as Lego Therapy or Talk About.

Within class, teachers will use various strategies to adapt access to the curriculum depending on the needs of the child. Our Quality First Teaching (QFT) promise includes:

- Flexible routines
- Differentiation
- Modelling e.g. language and positive relationships
- Visual timetables
- Writing frames
- I-pads, laptops, or other alternative recording devices
- Positive relationships policy (please see website for further details)
- Practical apparatus and resources
- Independence e.g. responsibilities
- Multi-sensory learning
- Outdoor learning

The school is on a split site with three different buildings. EYFS and KS1 buildings have suitable access for children with wheelchairs and there are disabled changing and toilet facilities available in both buildings.

Although there are no specific disabled parking bays, we do provide disabled access in the KS1 and KS2 parking areas on request. We work very closely with other agencies to provide the best possible provision for pupils who require wheelchair access.

## 8. What additional support for learning is available for pupils with SEN?

At St. Joseph's, we provide a variety of interventions throughout the different year groups including:

- IDL for Literacy and Numeracy
- Wellcomm speech and language resources
- EAL interventions based upon the NASSEA EAL assessment framework
- Talkboost
- Talk About
- Rainbows
- Lego based therapy
- Nurture Group
- Play therapy
- Kid Safe
- Lifeboat
- Precision teaching
- Curriculum based groups e.g. reading, writing and maths
- IEP interventions that focus on PIVATs



All interventions are monitored and assessed for their impact on a pupil's learning by the Class Teacher and the Senior Leadership Team. The school also works in close contact with the following, to offer additional support for those pupils with SEND:

- Lancashire SEND traded services
- Speech and Language Therapy
- School nurse
- Physiotherapy
- Educational Psychologists
- Ross Centre (CAMHS)
- Lancashire Ethnic Minority/Gypsy, Roma & Traveller Achievement Service
- Children, Family and Well-being services (CFW)
- Local children's centres
- Inclusion Hub
- Other schools in the area e.g. Stepping Stones and The Lloyne

The SENCO regularly attends Continued Professional Development opportunities and SEN cluster meetings so that any new initiatives regarding SEND can be implemented successfully to support pupils further.

## 9. How does the school enable pupils with SEN engage in activities together with children who do not have a SEN?

At St. Joseph's, we teach your child the national curriculum, regardless of their challenges. All pupils have equal opportunities to take a full and active role within school and this gives them a range of experiences. Governors are committed to ensuring that no pupil will be disadvantaged in having access to relevant experiential learning opportunities.

Because everyone is treated equally, children with SEND are taught in the classroom alongside their peers and have the opportunity to work with them in a variety of ways e.g. group work to conduct investigations in science or paired work to complete a task.

## 10. What support is available for improving emotional, mental and social development of pupils with SEN?

At St. Joseph's, we are fortunate to have a separate Pastoral team who support children, and their families, with their emotional, mental and social development. They provide provision, such as:

- Nurture groups
- Talk About
- Talkboost
- Lunchtime and playtime support
- Access to external agencies and professionals
- Play therapy
- Kid Safe
- Drop-in sessions
- 1:1 direct work

All provision is allocated based on the needs of the children on the SEN and AEN registers.

## 11. What expertise and training do staff have and how is specialist expertise secured?

All our teachers are qualified and are given opportunities for professional development. Every year the SENCO conducts a staff questionnaire to determine where training and expertise is required. The SENCO is then responsible for organising relevant training and support. A record of all SEND related professional development is kept by the SENCO and recorded on the whole school provision map.

The SENCO completed the National SENCO award in 2022 and regularly attends SEN cluster meetings for continual professional development.

If there is a child joining our school family, who has needs that we have not previously supported, then the SENCO and Head Teacher would decide what resources or training would be needed to support the child.

The school also works in close contact with the following, to offer additional support for those pupils with SEND:

- Lancashire SEND traded services
- Speech and Language Therapy
- School nurse
- Physiotherapy
- Educational Psychologists

- Ross Centre (CAMHS)
- Lancashire Ethnic Minority/Gypsy, Roma & Traveller Achievement Service
- Children, Family and Well-being services (CFW)
- Local children's centres
- Inclusion Hub
- Other schools in the area e.g. Stepping Stones and The Lloyne

## 12. How are facilities and equipment secured for those with SEN?

The school budget, received from Lancashire County Council, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for SEND in consultation with the school governors on the basis of needs in the school.

The Head Teacher and SENCO discuss all the information they have about SEND in school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected.

Once the school has identified the needs of all pupils, the SENCO, Head Teacher and SLT, together with the Class Teacher during pupil progress meetings, decide what resources/support/ training is needed. The provision is recorded in the child's individual provision map termly and collated into a whole school provision map with the costings, if relevant. The SENCO is then responsible for ensuring adequate provision is provided and is evaluated on a termly basis.

School provides a variety of interventions throughout the different year groups including:

- IDL for Literacy and Numeracy
- Wellcomm speech and language resources
- EAL interventions based upon the NASSEA EAL assessment framework
- Talkboost
- Talk About
- Rainbows
- Lego based therapy
- Nurture Group
- Play therapy
- Kid Safe
- Lifeboat
- Precision teaching
- Curriculum based groups e.g. reading, writing and maths
- IEP interventions that focus on PIVATs

All interventions are monitored and assessed for their impact on a child's learning by the Class Teacher and the Senior Leadership Team.

### 13. How are parents/ carers consulted and involved in their child's education?

Parent evenings are held each term for you to discuss your child's progress and the SENCO is available to discuss your concerns about your child. Alternatively, you may wish to speak to the Class Teacher sooner about your child's progress or any concerns/ worries you may have. You can do this by sending a message over Class Dojo to organise a meeting. If you would prefer to speak to the SENCO, please call the school office or send an email.

At the end of every half term, if your child has a SEND, you will receive an evaluated IEP, which will show the progress your child has made on their individual targets. You will also receive a new IEP with suggested targets and an invite to a meeting with the SENCO and/ or Class Teacher. This is your opportunity to amend targets that have been suggested and to share any worries or concerns you may have about your child's learning.

Parents of a child with an Education, Health and Care Plan (EHCP), will be invited to attend an annual review of their child's needs. During this process, all services that are involved with the child are invited to attend, alongside the school's SENCO, the child's Class Teacher and the child. During the review, objectives set out on the EHCP are evaluated and new targets set. The annual review will be arranged around the parents' availability.

All parents are invited into school on open days, assemblies and special curriculum days so that they can be involved in their child's education. As a school, we also send weekly newsletters with important information about what is happening in school. We also send home on a half termly basis what each child will be learning in topic, science and computing. More information can be found on the school's website:

[www.stjosephslancaster.co.uk](http://www.stjosephslancaster.co.uk)

### 14. How are young people consulted and involved in their education?

At St. Joseph's, we feel it is very important for the child to have their opinion about their education, that is why we aim to have a person-centred approach to SEND. We have a school council where children have a voice on things that matter to them inside and outside of school.

For those with a SEND, we discuss their IEP targets with them on a half termly basis. We discuss how much progress they believe they have made on their

targets and complete a child view form. We also discuss their teacher's feedback and their new suggested targets. Once they have been created/ agreed by the child, they are sent home for parents to discuss.

All children on the SEND register, have a 'one page profile' which discusses things that are important to the child and when and how people can help them.

Children with an Education, Health and Care Plan (EHCP) will have an annual review of their needs. During this process, all services that are involved with the child are invited to attend a review meeting alongside the school's SENCO, the child's Class Teacher and the child's parents. During the review, objectives set out on the EHCP are evaluated and new targets set. The child is also invited to the review, age dependent, which aims to celebrate success, look forward to the year ahead and address any issues raised by any of the participants. If it is not appropriate for the child to attend the annual review, the SENCO will complete a child view form with them in advance of the review so this can be brought on their behalf.

## 15. How can I make a complaint?

In the first instance we would encourage you to contact your child's teacher. If you still have concerns, then please contact the SENCO – Nicole Dodd. In the unlikely event that your concern is not resolved, then please contact the SENCO governor – Norah Mercer.

Please check the school website for further information regarding our complaints policy.

## 16. How does the governing body involve other agencies?

The governing body supports the involvement of other agencies. The SENCO reports to the governing body on which agencies have been used.

The SENCO regularly attends cluster meetings with other SENCO's in the local area and works closely with:

- Stepping Stones (Local short stay school for behavioural issues) and will refer your child only if we have tried all other strategies without success
- Inclusion Hub to support children with social, emotional and mental health needs.
- Special Educational Needs and Disability Service (SEND traded services) – If your child needs extra specialist teacher support or needs to be seen by an educational psychologist.

- School Nurse – Our School Nurse is Annie Lennon – we have regular meetings with her and is available to parents on request. Parents can ring Annie direct on 01524 406627.
- The Pastoral Lead signposts or refers children/parents to outside agencies such as: incredible years, cygnets for ADHD/ASC, Positive futures, Barnados, young carers, CAMHS.
- Speech and Language Therapy (SALT) come into school on a regular basis to work with Learning Support Assistants and children with speech and language problems.

## 17. Where can I find the contact details of support services?

You can find contact details of support services on the school website <https://www.stjosephslancaster.co.uk/pastoral-team/sen-information/> or from the Lancashire SEND Partnership website <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/lancashire-send-partnership/>

The Inclusion Service (previously the Special Educational Needs and Disabilities or SEND Service) advises and supports parents, carers, families, and professionals with the additional needs of children and young people. They can be contacted on:

Tel: 01524 581 200

Email: [Inclusion.North@lancashire.gov.uk](mailto:Inclusion.North@lancashire.gov.uk)

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/inclusion-service/>

You can also get information, advice and support around special educational needs and disabilities (SEND) from the Information, Advice and Support (IAS) Team. Please visit <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

## 18. How does the school support pupils with special educational needs transferring between phases of education?

At St. Joseph's, we have a transition morning in the Summer term where all children 'move up' to their next classroom and teacher, where possible. This gives the children the opportunity to experience what it is like in the next year group and to ask their new teacher questions. For pupils with SEN, more visits can be catered for and work with the pastoral team can be completed to ease any anxieties. Appropriate support can be tailored to the child's needs.

In the Summer term, all teachers pass relevant information onto the next teacher as part of a transition meeting. The SENCO will also update the SEN register and inform the new Class Teachers of any SEN children and their needs.

When children move into Reception, home visits are conducted with the Class Teacher, SENCO and Pastoral Lead to meet the children and to identify needs that may require extra support in school. Children with SEN are invited to visit school in the Summer term with parents.

When SEN children transfer between phases (EYFS to KS1 or KS1 to KS2), they have the opportunity to make regular visits to their new classroom so they can familiarise themselves with the environment and members of staff. This is particularly important when transferring from KS1 to KS2 as it is a new building.

As a school, we work closely with our local secondary schools. The Year 6 teacher and the Pastoral team are in the process of developing further support for our pupils, particularly those with SEND, by organising extra sessions to visit the school and manoeuvre around it successfully. Further support for those with SEND will be planned for according to their needs.

If a child leaves or starts our school, the current Class Teacher will complete a Child Leaver/ Starter form that can be passed on to the next teacher with key information needed to support the child immediately. The SENCO will contact the school, if the child has an EHCP. New children will be encouraged to visit the school and if the child has a SEND, the SENCO will be present for the visit, if this is possible.

## 19. Where can I find the local authority's Local Offer?

You find and access information regarding SEND provision and the Lancashire County Council's Local Offer at: [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)