

St Joseph's Catholic Primary School



LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AT St Joseph's Catholic Primary School Dudley, part of the St John Bosco Academy.

CRC Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity.

Type of school	Mainstream
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All schools in the St John Bosco Academy have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Academy directors to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need (and or) disability being met in a mainstream setting wherever possible, where parents/carers wish for this provision to be made.

Areas of Need

At St Joseph`s Catholic Primary School we cater for the identified four areas of need.

Communication and Interaction

Developmental Language Delay
Developmental Language Delay Disorder
Social Communication and Interaction
Speech, Language and Communication
Receptive Language/ language comprehension
Expressive Language
Speech sound Difficulties

Cognition and Learning

Mild and Moderate Learning Difficulties
Severe or Profound Learning Difficulties
Specific learning difficulty where pupils experience difficulty in one area e.g. reading, spelling, mathematics.

Social, Emotional and Mental Health:

Children with SEMH can display signs in a variety of different ways. Some children may be withdrawn and others may be hyperactive and struggle with attention and concentration. Emotional needs may have an impact on learning. Children who experience Social, Emotional and Mental Health difficulties (SEMH) may also have additional difficulties as described in other sections.

Physical Disabilities / Sensory

Medical
Hearing impairment
Visual impairment
Physical impairment (Children with significant medical needs will have an individual care plan)
Sensory difficulties

	<p>The Head of School</p>	<ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs and or disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for your child • Liaising with other professionals who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, learning support service. • Updating the school's SEND record of need, (a system for ensuring all the special educational, physical, emotional and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Supporting your child's class teacher to update the provision map and termly reviews that specify the targets set for your child to achieve. • Organising training for staff so they are aware and confident regarding how to meet the needs of your child and others within our school. • Supporting the pupil through the graduated approach. • Supporting teachers of children with LSP`s. <p><i>The SENCO (Miss Oakley) or Head of School (Mrs Chapman) can be contacted via the school office for an appointment,</i></p>
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They are responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He/ She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- He/ She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Mr Hinton or Mrs Chapman can be contacted via the school office for an appointment.

- SEND Governor

She is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

You can contact Mrs Williams via the school office

B. SEN SUPPORT IN SCHOOL

School based information	Person(s) responsible	Summary of responsibilities
<p>All children should have their needs met at all levels. However, provision different and additional to class provision should be made to meet the four areas of need. This also extends to children with EAL and language needs and children attracting pupil premium funding.</p>	<p>Class teacher, SENCO, Head of School and directors of the MAC.</p>	<p>Children are assessed each half term and educational needs are identified and interventions arranged to meet the needs identified. Data is compiled by the assessment co-ordinator and discussed with the SENCO and class teacher so that all necessary arrangements are made to meet each child's needs.</p> <p>Teaching pupils with SEND is a whole school responsibility. Pupils are engaged in a continuous cycle of planning, teaching, assessing and evaluating (ADPR).</p>

C. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will receive support that is specific to their individual needs. This may be provided by the class teacher or may involve working in collaboration with:

- **Other staff in the school, such as teaching assistants**
- **Staff who will visit the school from the Local Authority central services such as the educational psychologist, ASD Outreach Team or Sensory Service (for students with a hearing or visual need) and professionals who visit from outside agencies such as the Speech and Language therapy (SALT) Service, The Mere, occupational therapy, counselling service, educational psychology, Autism Outreach.**

	Types of support provided	What would this mean for your child?	Who can receive this type of support?
<p>What are the different types of support available for children with SEN and /or disabilities in this school?</p>	<p>Class teacher input and first quality classroom teaching.</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different methods of teaching and differentiation so that your child is fully involved with learning in class. This may involve using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO, principal, vice principal or staff from outside agencies) to enable your child to access the learning task. 	<p>All children in school</p>

	<p>Specific small group work and interventions. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a Teacher or a Teaching Assistant who has had training to run these groups. • Run by the SENCO to meet needs identified by the class teacher 	<ul style="list-style-type: none"> • Your child's teacher will have carefully monitored your child's progress and will have decided that your child would benefit from additional support in a specific area of learning. This will vary from lesson to lesson depending on your child's specific needs. • He/ She will plan group sessions for your child with targets to help your child make progress. • A Teaching Assistant/teacher (or outside professional, such as a Speech and Language Therapist) will run these small group sessions in consultation with the class teacher so that specific needs in your child's learning can be met. • Small group support is also available for children who may need further intervention for individual lessons where learning gaps have been identified in marking. • Other children may need pre-teaching in small groups to help them feel more secure in tackling a new topic or concept. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
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	<p>Specialist groups run by outside agencies eg Speech and Language therapy OR Occupational therapy groups</p>	<ul style="list-style-type: none"> • If your child has been identified as needing specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to attend a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that support of an outside agency is required, you will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school, and yourself, understand your child's particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g changing some aspects of teaching to support them better. ○ Support to set targets which will include their specific professional expertise. ○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group. ○ A group or individual work with outside professional. <p>The school may suggest that your child requires individual support or group support in school. They will advise you regarding how the support will be used and what strategies will be put in place to support your child.</p>	<p>Children with specific barriers to learning that cannot be overcome through whole class good quality teaching and small group support.</p>
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	<p>Specified Individual support for your child. <i>This is usually provided via an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school.</p> <p>This may be from:</p> <ul style="list-style-type: none"> Local Authority central services such as the ASD Outreach Team, Speech and language, CAMHs, Sycamore outreach, occupational therapy or the Educational psychologist. 	<ul style="list-style-type: none"> The school (or you) can request that your child has a statutory assessment of their needs, leading to an Education, Health and care plan. This is a legal process whereby a range of agencies can support your child across different areas of their life. More information about this process can be obtained by the SENCO by making an appointment at the school office. After the school have sent in the request to the Local Authority (including information about your child, and taking in to account your views and concerns), they will decide whether they believe your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with support within School and also notify you of their decision. After the reports have all been sent, the Local Authority will decide if your child's identified needs are special educational needs that require special educational provision through the issuing of a EHCP. If this is not the case, they will ask the school to continue with the support within School and will also arrange a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHCP will outline identified areas of need and provision required to meet the special educational needs. The provision required will be outlined by the Local Authority using all the evidence obtained throughout the statutory process. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> Severe, complex and lifelong Requires special educational provision through issuing a EHCP.
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<p>How will we support your child with identified SEND starting at school?</p>	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to view the school and speak to the staff and SENCO. • If any other professionals are involved, a meeting will be held to discuss your child's needs; share strategies used, and ensure provision is put in place before your child starts school. • Your child's key person may make a home visit and also visit your child if they are attending another provision. • We may suggest adaptations to the settling in period to help your child to settle more easily.
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or the Head of School of the School. • If you are still not happy you can speak to the school SEN Governor.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO. • The school also have meetings every term between each class teacher and the Head of School to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. • If your child is still not making expected progress the school will discuss with you <ul style="list-style-type: none"> ○ Any concerns you may have. ○ Discuss with you any further interventions or referrals to outside professionals to support your child's learning. ○ To discuss how we could work together, to support your child at home/school.
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget includes money for supporting children with SEND. • The Head of School decides on the budget for Special Educational Needs in consultation with the board of directors through the academy committee, on the basis of the needs of the children currently in the school. • The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> ○ the children already receiving extra support ○ the children requiring extra support ○ the children who have been identified as not making as much progress as would be expected. and decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEN in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> • Counselling • Pastoral Care • Additional Speech and Language Therapy input to provide a higher level of service to the school • Educational Psychology Service • Learning Support Service
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Autism Outreach Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • The Sycamore Behaviour advice service • SENDIASS (to support families through the SEN processes and procedures).
	C. Provided and paid for by the Health Service (Dudley NHS Trust) but delivered in school	<ul style="list-style-type: none"> • School Nurse
	D. Voluntary agencies	<ul style="list-style-type: none"> •
How are the adults in school helped to work with children with a SEND and what training do they have?	<ul style="list-style-type: none"> • Part of the SENCO's role is to support the class teacher in planning for children with SEND. Miss Oakley has undergone specific training for the role and has a National Award in SEN Co-ordination (the Government sanctioned qualification for SENCOs). • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia. 	

	<ul style="list-style-type: none"> • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, SALT and Sensory service or medical /health training to support staff in implementing care plans. • Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head of School of the SENCO.
<p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers' modified/adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. • Children identified as having SEND also have an LSP implemented to personalise teaching and learning, meet individual needs and narrow the gaps in learning. If a child has an EHCP the LSP is clearly linked to the provision and outcomes as stated in the EHCP. •
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. • If your child is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. • Children who have an Education, Health and Care Plan (EHCP) will have a termly, as well as an annual review, and this will be reviewed with your involvement, and the plan modified if deemed necessary. • All children including those with SEND are included in the school provision map which identifies any additional provision related to each child's level of need and these are reviewed with parents at termly parents evenings.

	<ul style="list-style-type: none"> • The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work and in any group sessions that they take part in. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> ○ Home/school book ○ Letters/certificates sent home ○ Additional meetings as required ○ Reports ○ Parent/Carer evenings
<p>Arrangements for consulting young people with SEND</p>	<ul style="list-style-type: none"> • Pupils are involved in setting their own targets age appropriately. • During the termly review process of LSP`s pupils are also provided with the opportunity to give their views about how they feel they are meeting their targets and how they feel their learning is progressing.

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We request that you speak to your child's class teacher regularly and also share any concerns that you may have. This is to ensure that we are working together to support your child both at home and school.
- The SENCO (or the Head of School) is also available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with in person, or where this is not possible, in a report. The SENCO may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, where this has been agreed to be useful for you and your child.

In addition:

If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. The Dudley Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) is also available for any parent if you have further concerns regarding your child's needs. **Telephone** 01384 817373

- Parents / carers of children with SEND will also be made aware of the Local Offer when needed to obtain informative information and details regarding specific services.

<p>How have we made this school physically accessible to children with SEND?</p>	<ul style="list-style-type: none"> • The school is accessible to children with physical disability via ramps. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has disabled toilet facilities. • Any concerns relating to access arrangements can be discussed with the school principal through making an appointment through the school office. • Meetings and assessments will be conducted via the Physical Impairment and Medical Inclusion Service (PIMIS) and their recommendations will be put into place in order to support your child's physical needs.
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<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. • When moving classes in school: <ul style="list-style-type: none"> ○ Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. ○ If your child would be helped by a book to support them understand moving on then it will be made for them. • In Year 6 <ul style="list-style-type: none"> ○ The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate. ○ Your child will attend a small group in school, to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
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GLOSSARY OF TERMS

SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHCP	Education, Health, Care Plan
PIMIS	Physical Impairment and Medical Inclusion Service
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder
SENDIASS	Special Educational Needs & Disability Information, Advice and Support Service

Review date: September 2021

Date of next review: September 2022