



# St Joseph's Catholic Primary School

**'We are all God's children  
and will try to live, love and  
work as Jesus taught us.'**

## **About St Joseph's Catholic Primary School:**

St Joseph's Catholic Primary School is a one form entry Catholic Voluntary Aided Primary School situated in Christchurch. There are 220 children in the school. Classes are grouped according to age and are of mixed ability. There is a foundation stage class, two key stage one classes and four key stage two classes. We recognise that some of our pupils will have special needs and will need support with their learning at school. Special education needs can be complex with a range of factors contributing to the difficulties experienced by those with SEND. At St Joseph's we believe in a home - school partnership in order to address those difficulties and in enabling pupils with SEND to achieve their potential.

The SENCo at St Joseph's Catholic Primary School is Mrs Tara Reeves.

The Governor responsible for SEN at St Joseph's Catholic Primary is Mrs Nicki House.

Key Questions	School Information
<b>What is Special Educational Needs?</b>	The definition for children with SEN is: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." (SEND Code of Practice: 0-25 years, 2014)
<b>How does the school know if children need extra help and what should I do if I think my child has SEN?</b>	If staff have any concerns about a child's learning in school they will discuss this with the child's parents/carers either at parents' evening or by making an appointment to do so. The discussion will focus on sharing concerns about learning/progress and inviting parents to share their views and any concerns that they might have. Staff will share how the school will support the child, any additional support to be put into place and will agree to meet again to review progress. Staff, including the SENCo, will monitor and review progress regularly. In addition to this, the progress of every child is reviewed by the Head teacher, Deputy Head teacher and SENCo on a termly basis.  Additional support may involve seeking support from external services such as Speech and language therapy or the Educational Psychologist. Parental consent is always obtained prior to a child being seen by an external

<p><b>How will I raise concerns if I need to?</b></p>	<p>agency.</p> <p>If you are concerned about any aspect of your child's learning or progress you can contact your child's class teacher or the SENCo, Mrs Tara Reeves to arrange a meeting with them.</p>
<p><b>How will your staff support my child/young person?</b></p>	<p><b>Class Teachers will:</b> ensure that they follow the school's SEND Policy for all pupils they teach with SEN and/or disabilities. They will ensure that all pupils have access to quality first teaching and are committed to meeting each child's individual needs. Teachers monitor the progress of all children that they teach and discuss concerns about SEND with the SENCo. The class teacher will oversee interventions being delivered by other teaching staff to ensure that the child is achieving. The teacher will liaise with any specialist staff (such as the speech and language therapist) who support the child.</p> <p><b>The SENCo:</b> is responsible for co-ordinating support for children with SEND to ensure that their individual needs in school are being met. The role of the SENCO is to:</p> <ul style="list-style-type: none"> <li>• develop SEND policy and implement it in school to ensure a high quality response to meeting the needs of individuals with SEND;</li> <li>• to keep an up-to-date SEND register and to maintain SEND records;</li> <li>• to oversee intervention programmes for children with SEND and monitor their effectiveness and quality;</li> <li>• to liaise with other professionals (Speech and Language Therapist, Educational Psychologist) involved in assessing and supporting children with SEND;</li> <li>• to organise professional training for school staff to enable them to confidently meet pupil needs;</li> </ul> <p><b>Teaching Assistants:</b> provide a variety of support for the pupils that they work with. They work with pupils with SEND by delivering intervention to small groups or individuals. Teaching Assistants maintain records of interventions which are confidential and kept securely in class. These are regularly monitored by the class teacher and SENCo.</p> <p><b>The Head teacher:</b> is responsible for the day to day management of all aspects of the school, this includes the support for children with SEND.</p> <p><b>The SEN Governor:</b> is responsible for</p> <ul style="list-style-type: none"> <li>• ensuring that the school has a current SEND policy;</li> <li>• ensuring that provision is appropriate;</li> <li>• making sure that pupils with SEND have access to provision;</li> <li>• and monitoring the support given to children with SEND.</li> </ul>
<p><b>How will the curriculum be</b></p>	<p><b>At St Joseph's support takes a variety of different forms:</b></p>

<p><b>matched to my child's / young person's needs?</b></p>	<ul style="list-style-type: none"> <li>• Class teachers provide excellent teaching designed to address the needs of all pupils in their class.</li> <li>• Class teachers use differentiation to target the needs of groups and individuals within the classroom.</li> <li>• Class teachers and teaching assistants may re-visit an area of learning that a child has not grasped.</li> <li>• Pupils may have a short term intervention to address a specific need such as developing speech sounds.</li> <li>• Some individuals have regular support as part of long term provision to address a particular area of learning. It will take the form of an individualised programme designed to meet specific needs. This may involve working with a Speech and Language Therapist or the SEN Support Service Specialist Teacher.</li> <li>• Where individuals are on the SEND register, we use SEND Support Plans to target individual need.</li> <li>• A child may have an Education and Health Care Plan (EHCP) if they have complex needs that require significant support.</li> <li>•</li> </ul>
<p><b>How will both you and I know how my child/young person is doing and how will you help me to support my child's / young person's learning?</b></p>	<p>At St Joseph's each child's progress and attainment is regularly monitored by the class teacher, Head teacher, Deputy Head teacher and the SENCo. Progress is measured against age related expectations and local and national expectations. Additionally, we closely monitor the progress of each child as they move through the school.</p> <ul style="list-style-type: none"> <li>• Pupil progress meetings are held every half term to review each child's progress.</li> <li>• Children are assessed by their teacher each term.</li> <li>• Children are formally assessed via Standard Assessment Tests (SATs) at the end of Key Stage One (Year 2) and Key Stage Two (Year 6).</li> <li>• Children with SEN Support Plans have their targets formally reviewed every term and the SENCo monitors progress regularly.</li> <li>• If a pupil has an EHCP, an annual person centred review is held with all involved in the individual's education to celebrate achievements, discuss progress and set targets for the coming year.</li> </ul> <p>We keep parents informed of their child's progress in different ways:</p> <ul style="list-style-type: none"> <li>• Parents' evening</li> <li>• End of Year Reports</li> <li>• Additional meetings with teaching staff as required to discuss progress.</li> <li>• SEN Support Plan review meetings.</li> <li>• Parents are welcome to make an appointment with staff to discuss their child's education.</li> </ul>
<p><b>What support will there be for my child's/young person's overall well-being?</b></p>	<p>At St Joseph's we promote the wellbeing and inclusion of each child in our school community and also the wider community. We give them opportunities to develop educationally, emotionally, spiritually and morally.</p> <ul style="list-style-type: none"> <li>• We have a behaviour policy that enables staff to guide children and which promotes appropriate behaviour in and around school.</li> <li>• We have three Emotional Literacy Support Assistants (ELSA) who work with children experiencing emotional issues.</li> </ul>

	<ul style="list-style-type: none"> <li>• We have a high quality Nurture Classroom designed to meet the learning, emotional, social and individual needs of children within the school community.</li> <li>• The Head teacher oversees attendance issues and meets with parents as necessary.</li> </ul>
<p><b>How does the school manage the administration of medicines during the school day?</b></p>	<ul style="list-style-type: none"> <li>• The school has a policy outlining the management of medicines on the school site which can be found on the school's website at: <a href="http://stjosephs.dorset.sch.uk/policies">http://stjosephs.dorset.sch.uk/policies</a></li> <li>• If a child requires medicine then a form must be completed by the parent/carer to give school permission to administer. The form can be found on the school website at <a href="http://stjosephs.dorset.sch.uk/policies">http://stjosephs.dorset.sch.uk/policies</a>.</li> <li>• All staff who work on the school site are trained annually in dealing with asthma and are taught how to administer an epipen. Additional training is given to staff where necessary to enable them to manage an individual's medical conditions.</li> </ul>
<p><b>What specialist services and expertise are available at or accessed by your setting?</b></p>	<p>We work closely with a range of external agencies including:</p> <ul style="list-style-type: none"> <li>• Speech and Language therapy service (SALT);</li> <li>• Behaviour Support Service (BSS);</li> <li>• Special Education Needs Support Service (SENSS);</li> <li>• Educational Psychology Service;</li> <li>• Community Paediatrician;</li> <li>• Child and Adolescent Mental Health Services (CAMHs);</li> <li>• Occupational and Physiotherapy team;</li> <li>• G.P.;</li> <li>• School Nurse;</li> <li>• and the Parent Partnership.</li> </ul> <p>In school:</p> <ul style="list-style-type: none"> <li>• Class based Teaching Assistants support children on a daily basis.</li> <li>• TAs provide additional support and interventions throughout the school such as speech and language therapy, motor skills therapy and for literacy and numeracy skills.</li> <li>• Every Thursday a SENSS teacher works in our setting to support learners with literacy difficulties and to also assess learners for whom staff have identified there is an issue with learning and progress.</li> </ul>
<p><b>What training do staff supporting children and young people with SEND have?</b></p>	<ul style="list-style-type: none"> <li>• The SENCo supports class teachers who teach children with SEN.</li> <li>• The SENCo provides training on SEND issues, sharing knowledge and ensuring that the school maintain a consistent approach for pupils with SEND.</li> <li>• Individual staff members attend training courses run by Dorset County Council and other outside agencies that are relevant to the needs of specific children in their class.</li> </ul>

	<ul style="list-style-type: none"> <li>• All staff have had training from the Speech Therapy Service to enable us to develop our Speech and Language knowledge and interventions.</li> <li>• It is statutory for the school's SENCo to gain the National Award for Special Educational Needs Co-ordinator (NASENCo) within 3 years of taking up their post.</li> </ul>
<p><b>How will my child/young person be included in activities outside the setting including trips out?</b></p>	<ul style="list-style-type: none"> <li>• We believe that all children should be able to access the curriculum and will make any reasonable adjustments necessary to ensure an individual's inclusion in class activities outside the setting. Detailed planning of off-site visits is undertaken and a risk assessment completed as part of this. Any additional support that is required will be identified at this time.</li> <li>• On occasions, the class teacher or SENCo may need to contact you to discuss supporting your child's additional needs.</li> <li>• In the case of residential trips, parents will be contacted prior to the trip. Additional support can include, for example, a higher ratio of adults to children, modifying an activity or using mobility aids if required.</li> </ul>
<p><b>How accessible is the setting environment?</b></p>	<ul style="list-style-type: none"> <li>• The school is fully accessible to via ramps and handles at the front and back of the school.</li> <li>• There is an accessible toilet.</li> <li>• Fire exits are clearly marked and are accessible</li> <li>• School building all on one level</li> <li>• When appropriate, we work on the advice of Dorset County Council Support Services to modify the classroom environment for children and adults with particular needs.</li> <li>• We ensure that equipment used in school is accessible to all children.</li> </ul>
<p><b>How will the setting prepare and support my child / young person moving to the next stage of education / life.</b></p>	<ul style="list-style-type: none"> <li>• We work closely with parents and Early Years providers to support the transition of children into our Foundation Stage class. Pupil records are passed on to the class teacher. If appropriate, the teacher will meet staff from the Early Years provider to discuss specific needs.</li> <li>• Pupils are prepared for moving on to another class. They have the opportunity to meet their new teacher prior to the end of the summer term. Teachers meet to discuss the learning and pastoral needs of every child who will be in their new class and to pass on information to the new teacher of their present class.</li> <li>• SEND Support plans are reviewed at the end of each school year and new targets set for the new school year. Records of intervention are passed to the new teacher to ensure continuity of provision.</li> <li>• In Year 6, much work is done on transition to secondary school. Additionally, at the end of the summer term, pupils attend their new school for a day to prepare them for the changes in September. At St Joseph's we ensure that transition for pupils with SEND happens as smoothly as possible. We contact the new school and meet with the SENCo to ensure that information relating to their education and support is passed on. We ensure that all SEND records are given to the new school. If necessary, parents of children with SEND can make an appointment with the new school to make an additional visit.</li> <li>• If a pupil with SEND moves to specialist provision, we ensure that we work closely with the other setting</li> </ul>

	to provide a period of transition to enable the change to be managed as smoothly as possible for the individual and their family.
<b>How are the setting's/school's/college's resources allocated and matched to children's/young people's SEND?</b>	<ul style="list-style-type: none"> <li>• The annual school budget includes money for supporting children with SEN.</li> <li>• The Head teacher decides on the budget for SEN, in consultation with the school governors, on the basis of the needs of all of the children currently in the school.</li> <li>• The Head teacher and the SENCo discuss the school's SEN caseload in order to make decision about resources, staffing and training.</li> <li>• Interventions and SEND support are reviewed regularly and changes are made as required.</li> </ul>
<b>How is the decision made about what type and how much support my child/young person will receive?</b>	<ul style="list-style-type: none"> <li>• We make decisions about the type of support needed for a child in consultation with all involved in his or her education and the learner if appropriate.</li> <li>• If a pupil meets the criteria for the SEND register, a SEN Support Plan will be written which will detail the learner's needs, the outcomes that staff and the pupils will be working towards and the targets that will enable progression.</li> <li>• If a child receives support via a Special Educational Needs Support Services intervention, a learning programme will be created to show what support will be given via intervention and the teaching methods to be used by staff.</li> <li>• It is sometimes necessary to involve a specialist professional in assessing a pupil's needs. Parental consent will always be asked for to enable an outside agency to work with a child. Such referrals enable all staff to gain a better understanding of specific needs and how to support the need. Recommendations are always given to ensure that all involved in the child's education can support them to reach their potential via relevant provision.</li> <li>• Where a pupil has significant complex needs, the school will consult with Dorset County Council and apply for an education and Health Care Needs Assessment where appropriate.</li> </ul>
<b>How can I be involved?</b>	<ul style="list-style-type: none"> <li>• If a child has a SEND Support Plan, EHCP or if there are any concerns about their education, parents are encouraged to make an appointment with the class teacher to discuss how their child is progressing.</li> <li>• Parents can also contact the SENCo to discuss progress and any concerns.</li> <li>• If outside agencies have been involved in assessing a child's need, information from them will be discussed with parents and they will be sent a copy of any written reports to their home address.</li> </ul>
<b>How are parent, carers and young people currently involved in your education setting?</b>	<p>Pupils get involved in school life via:</p> <ul style="list-style-type: none"> <li>• Involvement in target setting for IEPs;</li> <li>• School council;</li> </ul>

	<p>Pupil coaching.</p> <p>Parents can be involved in school life by:</p> <ul style="list-style-type: none"><li>• New parent visits when children start in Foundation Stage or at any other time.</li><li>• Helping in class as a volunteer.</li><li>• Parent learning sessions provided by the school.</li></ul>
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