



Diocese of Brentwood

## The Federated Schools of St Joseph's Catholic Nursery, Infants & Juniors



### SEND Information Report 2022-23

This SEND Information Report is part of the Waltham Forest Local Offer which provides support for children and young people with educational needs and disabilities (SEND). This Local Offer can be found here: <https://www.walthamforest.gov.uk/schools-education-and-learning/local-offer-special-educational-needs-and-disability-send/about>

#### Our Aims at The Federated Schools of St Joseph's

At The Federated Schools of St Joseph's Catholic Nursery, Infant and Junior School, we believe that ensuring access to an inclusive curriculum and a commitment to excellent quality first teaching are key to ensuring every pupil makes the best possible progress during their learning journey here.

For those children with Special Educational Needs and Disabilities (SEND), we aim to ensure we address any barriers to learning and identify the child's needs, responding with a range of teaching strategies to provide support that allows them to achieve their full potential.

The School's practice is in line with the Special Educational Needs and Disabilities (SEND) Code of Practice (August 2014)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This statutory code is issued by law and explains the duties of the school to provide reasonable adjustments, and additional provision for disabled children and young people (CYP).

The SEND Policy complies with the provision in:

- Children and Families Act 2014
- SEND Code of Practice 0-25 (July 2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The New National Curriculum Document (2014)
- Teaching Standards (2012)
- Equality Act 2010: Advice for schools DFE (Feb 2013)

## **How are Special Educational Needs identified at St. Joseph's?**

We aim to identify students with SEND at the earliest opportunity. Pupils are identified and then placed on the SEND register according to criteria set out in the 0-25 SEND Code of Practice (August 2014). A pupil is said to have SEN where their learning difficulty or disability requires 'provision different from or additional to that normally available for pupils at the same age.'

Each term, Pupil Progress Meetings takes place with the Head Teacher and Class Teachers to review pupil progress and to monitor each child's learning – we use assessment to provide correct support.

A child who is placed on the register's needs may sit within one or quite often, more than one, of the four broad areas outlines in the SEN Code of practice:

- Communication and interaction (e.g. poor expressive language or receptive language i.e. difficulty following instructions or answering questions)
- Cognition and learning difficulties
- Social, emotional or mental health
- Sensory or physical (e.g. visual or hearing difficulties, fine and gross motor skills etc.)

We aim to:

- Identify and focus attention on action to support the child within the class.
- Use assessment processes to identify learning difficulties.
- Ensure ongoing observations and assessments, provide regular feedback about the child's achievements and experiences which then form the basis for planning the next steps of the child's learning.

As a result, the child will have a Support Plan which details the child's individual targets and provision. These targets address the barriers that have been identified by staff and other professionals involved with the child. They will be reviewed termly and shared with the child and parents/carers.

Rigorous tracking and monitoring of attainment and progress of each pupil throughout the school ensures that specific needs are identified – this may be in the form of observations as well as oral or paper based assessments. Pupil attainment is tracked closely, and children regularly causing concern or failing to make less than expected progress are identified quickly.

Additional action to increase the progress rate of the pupil concerned will be identified and recorded, with due consideration given to the impact of differentiated teaching provided to the child, and provision of further strategies to support and speed up progress. At this stage parental involvement is essential.

## **Partnership with Parents and Consistent communication with all our SEND pupils**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. At all stages of the child's learning journey in our school we keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside interventions, and share the process of decision-making by providing clear information relating to the education of their child.

Parents will be invited to their child's review meetings so that their Support Plan can be reviewed to evaluate support and to revise or set new targets.

All information, strategies and ideas for support from external professionals will be relayed to parents, either in person, or in writing. This may include advice, readjustments to classroom learning or homework.

A home/school communication book may be useful in some cases e.g. for pupils with a one-to-one support TA. This remains the property of the school at all times.

If the child has an EHCP, the plan will be reviewed with parents at their Person Centred Annual Review Meeting, with the child and other professionals involved with the child also attending.

## **How are pupils with SEN taught and what resources are available to them?**

At St Joseph's, we believe that the majority of children learn best in the classroom where the correct support is put in place for them. A focus on quality first teaching and a well-planned inclusive curriculum is at the heart of our provision for all pupils, including those with SEND.

Part of our criteria for quality first teaching and learning is that children with SEND are

catered for appropriately. We expect that:

- teachers have high expectations for what our SEND pupils can achieve;
- each lesson is considered in relation to the needs of all the pupils in the classroom;

- that teachers support each other by sharing their areas of SEND expertise in order to
- meet the needs of all our pupils;
- teachers vary the strategies they use and the way they approach their lessons to address the different learning needs of the students in their classes;
- teachers target pupils who assessment has indicated are making less than expected progress.

Specific additional provision and adaptations to address barriers to learning are implemented to match the specific needs of each child in consultation with staff, SENCO, parents/carers and the child themselves.

Examples include:

- Individual/ group work led by an adult to support work in class, to fill gaps in learning or to address targets set by other professionals
- A programme of work delivered by specific staff from either in-school or from external professionals
- Access to specialist resources such as visual resources, writing slopes, ICT provision
- An additional adult available to support during specific times of the day, e.g. break times and lunch times
- A more bespoke curriculum planned specific to meet the child's individual targets

## **How is progress monitored?**

The effectiveness and suitability of provision offered to pupils is measured through the 'Assess, Plan, Do, review' cycle:

Assess – clear assessment of the child's needs and current strengths shared with the child and parent/carers

Plan – plans for interventions and support to address areas of need

Do – planned provision delivered by well-qualified staff

Review – termly review of progress and evaluation of approaches, shared with the child and parents.

At St Joseph's, we use our school Support Plans which outline the specific targets the child has been set. These targets are reviewed regularly with new targets being formally set termly. The progress of those children with an EHCP is also formally reviewed at a Person Centred Annual Review meeting with all adults involved with the child's education.

## **Who are the best people to talk to at St Joseph's about your child's difficulties with learning/Special Educational Needs or Disability (SEND)**

The class teacher should be your first port of call should you wish to discuss your child's progress or any concerns you may have. You may also wish to discuss your concerns with the Special Educational Needs/Disability Co-Coordinator (SENDCO). The SENDCO has responsibility for the overall management of SEND in the School. The SENDCO at St Joseph's is Mrs R. Subebe and can be contacted via the school office.

*The SENDCO's responsibilities are:*

- Co-coordinating, monitoring and reviewing all the support for children with SEND and developing the School's SEND Policy to make sure the individual needs of these children are being met. Our policy reflects our practice
- Ensuring that parents/carers of children with SEND are involved in supporting their child's learning, are kept informed about the personalised support their child is getting, and are involved (with their child) in reviewing progress
- Liaising with outside agencies (Education, Health and Social Care, as well as drawing on expertise and support from special schools where necessary) to support a child's development
- Contributes to and oversees writing, delivery and reviews for pupils at SEN Support, and Annual Review paperwork and termly Support Plans for pupils with Education Health Care Plans (EHCPs)
- Updating the School's SEND register throughout the year to coincide with the school census, and keeping up-to-date records of children's progress and learning needs
- Keeping an up-to-date Development Plan and Self Evaluation Form (SEF) for SEND which is discussed and shared in meetings with the Head Teacher and SEND Governor
- Working in a multi-agency capacity with children, parents/carers, class teachers and other professionals to develop EHC Plans

## **What provision is available for improving emotional and social development?**

At St Joseph's, we work alongside the Brentwood Catholic Children's Society and have the provision of a counsellor who comes into school on a weekly basis to work with children with identified Social, Emotional and Mental Health (SEMH) needs.

We also have a specially trained Nurture teacher who leads intervention sessions to support in areas of Social, Emotional and Behavioural aspects of Learning and Development. These groups run on a weekly basis.

We also provide extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying. We encourage our pupils with SEN to be part of the School Council. We also have provision for:

- Social skills groups
- Lego therapy groups
- Confidence and Self Esteem development groups
- Play time buddy system

We have a zero tolerance approach to bullying.

### **What other professionals may be involved?**

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- SENDsuccess service
- School Nurse
- Community Paediatrics
- CAMHS/ Social and Communication Clinic
- Family Support workers

The SEND Governor will be kept informed of SEND in the school by the SENDCO, Head Teacher, and an annual report for SEND will be produced.

### **What training do staff receive to support children with SEN?**

At St. Joseph's, we ensure that staff skills are up to date. This is through:

- Whole staff training
- Training through groups of staff provided by external services i.e. Educational Psychologist, SEND success, Speech and Language therapists, Rainbow, SEND team at Waltham Forest
- Liaising and receiving feedback from external professionals involved with individual children helps staff to design, develop and evaluate the provision that is in place for them

## **How do we help your child transfer from the Infant School to the Junior School?**

Transition takes place in the summer term before the child moves to the Junior School. The child will visit the Junior School, meet their new teachers and familiarise themselves with their new environment. A handover meeting between the teachers of those children with SEND who are transferring from the infants to the juniors will take place to make sure that all important information about the child, including their Support Plan and other reports from professionals, is passed on.

For those children with EHCPs, a transition book that contains information and photos of their new class and teachers, will be made and taken home with the pupil over the summer holidays to support this transition as well.

## **How do we help your child transfer from Year 6 into Year 7?**

Information is passed on from our school to the child's secondary school and then passed on to the SENDCo where relevant. Year 7 teachers are also invited to come to school and visit the child as well as have a handover meeting with the Year 6 class teacher/ SENDCO. Communication is open between home and school as soon as places are accepted.

## **What do I do if I am not happy with the provision that is being made for my child?**

We aim to ensure that parents are closely involved in their child's SEND assessment,

planning, provision and evaluation. Throughout this process there will be opportunities for parents to raise any concerns you have with the class teacher and/or SENDCO.

If you are still unhappy with the provision that is being made, our Headteacher, Mrs M. D'Souza, will be happy to discuss this with you.

Our named governor for SEND is Linda Forbes, who can be contacted via our school office email address.

This SEND Information report is to read alongside the following school policies

- SEND Policy
- Positive Behaviour Policy
- Complaint Policy

Information about SENDIASS-Special Educational Needs and Disability information, Advice and Support Service- <https://www.walthamforestsendiass.org.uk/>