



The Federation of St Joseph's Catholic Junior, Infant and Nursery Schools

SEND INFORMATION REPORT OFFER September 2020

At The Federation of St Joseph's Catholic Junior, Infant and Nursery Schools we aim to encourage all children to reach their full potential spiritually, physically, intellectually, emotionally and socially. We are aware of the importance of giving all children equality of opportunity. We are aware that some of our children will face obstacles to their achievements and that this will need special consideration. The main object of this document is to provide practical guidance and information about our approach and procedures, which will enable all staff to work together for the benefit of our children.

We take guidance from the Diocese of Southwark.

Our Mission Statement on Special Educational Needs

Catholic education in the Diocese of Southwark must recognise the uniqueness of every individual and the contribution that each individual brings to our school communities. Catholic children should have access to a curriculum that meets their needs and fulfils statutory requirements. We acknowledge that some of our children have special educational needs that require extra support and resources. This should not affect their entitlement to education in a Catholic school.

“The Catholic School should be a living embodiment of an ideal and a faith; it should demonstrate a way of life; it should be a witness to society; it should practise what it preaches about the dignity and worth of the individual.” - Cardinal Basil Hume ‘Our Catholic Schools’.

The school SENCO, Mrs K. Flegg has responsibility for the SENCO role in the Junior, Infant and Nursery Schools. The schools will carry out their best endeavours to ensure that the necessary provision is made for any pupil with SEND. In doing so we fulfil the statutory duties and best practice guidelines set out in the Department for Education Needs and Disability Code of Practice: 0 to 25 yrs. July 2014. Updated January 2015.

SEND information updated September 2020. Will be presented in updated form to Governors at the governing body meeting in autumn 2020.

Roles & Responsibilities of the Class Teacher

The class teacher is responsible for adapting and refining the curriculum to respond to the needs of all pupils. He/she monitors each child's progress, identifies plans and delivers additional support.

Roles & Responsibilities of the Special Needs Co-ordinator (SENCO)

The SENCO has responsibility for the co-ordination of specific provision made to support individual children with Special Educational Needs.

The SENCO works with staff to identify and monitor pupils with SEND. Class teachers take an active role in organising intervention groups for the children in their class. TAs have benefitted from training to deliver specific interventions that support the children's learning.

The SENCO has regular contact with a wide range of external agencies that are able to give more specialised advice where needed.

Roles & Responsibilities of the Head Teacher

The Head Teacher Mrs Fernandes is responsible for the day to day management of all aspects of the school, including the provision made for pupils with Special Educational Needs and Disability.

Roles & Responsibilities of the SEND Governor

The governor with responsibility for Special Educational Needs and Disability is Mrs M Bailey. She is responsible for supporting the school in evaluating and developing the quality and impact of provision provided for pupils with Special Educational Needs and Disability throughout the school.

Questions and Answers:

What should I do if I think my child may have Special Educational Needs and Disability?

The class teacher is the initial point of contact for responding to parental concerns. If you have further concerns, please contact Mrs Flegg the school SENCO.

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How does The Federation of St Joseph's Catholic Junior, Infant and Nursery Schools know if children need extra help?

Some of the ways we know when pupils need help are if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

How will I know how The Federation supports my child?

The curriculum for the class will be planned by the class teacher. It will be adapted to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs relating to more specific areas of their education, such as spelling, handwriting, maths and English skills, then the pupil may be taught in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

All our intervention groups are run in the afternoon. This is so that all children will benefit from being in class with their class teacher for English and Maths teaching. The only exception that may sometimes arise is where a child has very specific or complex needs and needs one-to-one support outside the classroom.

Pupil Progress Meetings are held each term. These are meetings in which the class teacher meets with the Head teacher, Deputy Head teacher and SENCO to discuss the progress of the pupils in their class. This shared discussion will highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Therapist Service or the School Educational Psychologist. A referral will be made after appropriate discussion with the child's parent or guardian. Permission is always gained from a parent or guardian before seeking further advice and support.

How will the curriculum be matched to my child's needs?

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Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements to ensure that all children experience success and challenge in their learning. Grouping arrangements are flexible with opportunities for both ability and mixed ability groups to maximise learning opportunities for all.

Teaching assistants (TAs) may be allocated to work with pupils individually or in a small focus group to support more specific needs.

If a child has been identified as having a Special Educational Need and Disability, targets will be set according to their area of need. These targets will be discussed with parents at Parents' Evenings and a copy given to them. If children are part of an intervention group detailed notes are kept on their progress in the groups. The groups are closely monitored by the class teacher and children are moved into and out of groups in response to their learning needs.

Where a child has ongoing difficulties and outside agencies are involved, a termly formal review will be held with parents/carers, the class teacher and the SENCO (Mrs Flegg); in addition the school will invite professionals involved with the child to give a complete picture of the child's progress. These children will also benefit from an individual support plan.

Where necessary, specialist equipment may be provided for the pupil for use in school; e.g. personal visual timetables, writing slopes, concentration cushions, pen/pencil grips, easy to use scissors, chalk boards, puzzles or computer programmes.

How will I know how my child is doing?

You will be able to discuss your child's progress at Parents' Evenings. In addition, appointments can be made to speak to the class teacher or SENCO by visiting the school office.

How will you help me to support my child's learning?

Your child's class teacher can suggest ways that you can support your child.

If outside agencies have been involved, suggestions and strategies are normally provided that can be used at home.

What support will there be for my child's overall well-being?

All members of staff support the emotional well-being of children in their care. Class teachers and TAs will monitor the emotional well-being of children and will identify children who are having ongoing emotional issues. Both the Infant and Junior schools provide TA learning mentor time for children who have emotional difficulties that are impacting on their learning. In addition we have a forest school that provides additional support for children to develop their self-esteem and confidence. We also welcome a PAT (Pets as Therapy) dog into school once a week and children who find reading a challenge because of a confidence issue, are allocated time to read to the dog.

How does the school cope with a child with a medical condition?

If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse or specialist nurse in consultation with parents/carers. These are discussed with all members of staff who are involved with the pupil.

Members of staff receive training to support children with medical conditions. This has included epipen, sickle cell and asthma training, delivered by the school nurse or other specialist nurse. The school will continue to seek medical advice for other conditions as the need arises.

Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member. The medicines administered in school are generally for long term conditions such as asthma and sickle cell.

Please see the school Medical Policy 2019 for additional information.

What specialist services and expertise are available at, or accessed by, the school?

At times it may be necessary to consult with outside agencies to receive more specialised expertise. Some of these agencies are provided at a financial cost to the school.

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The agencies used by the school include:

Educational Psychologist

CAMHS (Child & Adolescent Mental Health Service)

Educational Welfare Officers

Social Services

Speech and Language Therapy (We are currently having issues accessing SALT support for children with a Lambeth GP and address. Both Croydon and Lambeth SALT refuse to see them when they reach 5 yrs of age. We have contacted both boroughs and continue to try to address the situation). To try to address the situation we have bought in a block of additional support from Croydon SALT service

Occupational Therapy

Community Paediatricians

School Nurse

Drama Therapy

An Educational Psychologist is allocated to our school. The Educational Psychologist only works directly with pupils whose needs are felt to be quite considerable, and who have not responded well to the interventions previously put in place for them.

In order to help understand the pupil's educational needs better, the Educational Psychologist will usually meet with the parents/carers and give feedback after the assessment has been completed.

The Educational Psychologist will offer advice to the school and parents/carers on how to best support the pupil in order to take their learning forward. Our current Educational Psychologist is Dr S Austin.

What training do members of staff have to support children with additional needs?

The school provides training for our staff. Our SEND training consists of both whole school training and specific courses for individual staff where appropriate. The training that is offered is a response to needs within the school.

For example during last year 2018-19 training has included:

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- Whole staff training on the use of Provision map software to keep our record keeping online. There has been further follow ups with TAs and staff to further embed skills.
- In-house Training for TA's delivering the rapid reading programme.
- In-house training on the use of computer software for children with SEND.
- In-house demonstration of SALT care plans by SALT service.
- In-house training for specific staff from ASD from Gemma Autistic Outreach service in Southwark.
- SCERTS training from our Educational Psychologist to help us plan for children with ASD.

How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and all reasonable adjustments are put in place to enable all children to benefit from activities.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. The Federation of St Joseph's Catholic Junior, Infant and Nursery schools is built on a steep hill and, as such, is difficult to adapt for use by everybody. However, the Infant and Junior schools have outside ramps and toilets adapted for disabled users in the reception areas. Any future building works will make further adaptations to accommodate the needs of all.

How will the school prepare and support my child when joining The Federation of St Joseph's Catholic Junior, Infant and Nursery Schools?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions with the previous school/nursery prior to the pupil joining.
- All pupils attending a session in their new class where they spend some time with their class teacher and meet other pupils.

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- All pupils starting in the Nursery have a home visit where two members of staff visit each child and their parent/carer in a familiar environment.
- The parents/carers of all pupils starting in reception are invited in for an individual welcome meeting to discuss their children in detail. This is an ideal opportunity to share any SEND issues.
- Additional visits can also be arranged for pupils who need extra time in their new school.
- Mrs Flegg is happy to meet parents/carers prior to their child joining the school to discuss arrangements.
- Mrs Flegg makes visits to nurseries to prepare for children with more complex needs.

How will the school support my child when they are moving to a new class or changing school?

If your child is moving to another school, we will make sure that all records about your child are passed on as soon as possible.

When moving classes within school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All children visit their new teacher and spend time in their new classroom during the summer term. Additional visits can be arranged if this is beneficial. Children who have specific needs often have a transition book to prepare them for their new classroom.

Towards the end of Year 6, the SENCO will discuss the specific needs of your child with the SENCO of their secondary school. Where possible your child will visit their new school.

How are the School's resources allocated and matched to children's Special Educational Needs and Disability?

The budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

The SENCO meets with SLT to discuss the children who need additional support; decisions are then made to share the support fairly across all the needs.

The SENCO meets with TAs to discuss resources that would support them in helping the children they work with.

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The SENCO takes advice from outside agencies including the Educational Psychologist, our Speech and Language Therapists and Occupational Therapists.

Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with the class teacher, Head Teacher and SENCO. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies (if they are involved).

The level of support is linked to the complexity and severity of a pupil's needs. There is an expectation that pupils should develop independent learning skills as far as possible and not become reliant on adult support.

How will I be involved in discussions about, and planning for, my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher.
- Parents' Evenings.
- Formal SEND reviews which are held termly for children who have ongoing needs.

Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENCO, Mrs Flegg.