

SENDCO's SPECIAL EDUCATION NEEDS (SEN) REPORT, INCLUDING THE SCHOOL'S CONTRIBUTION TO THE LOCAL OFFER



IDENTIFYING SPECIAL EDUCATIONAL NEEDS

How does our school know/identify children that have special educational needs (SEND)?

- At St Joseph's, children's special educational needs fit broadly into four categories: communication and interaction, cognition and learning, social, emotional and mental health, physical and sensory.
- To identify them:
- Class Teachers meet with the Head Teacher and SENCo four times a year and will be identified as not making expected progress.
- Personalised interventions planned for by the Class Teacher are put in place to close the gap.
- If after two terms adequate progress is not made, a further discussion will take place between the SENCo and Class Teacher.
- Parents informed accordingly.

What are the first steps our school will take if special educational needs are identified?

- The child's Class Teacher will refer to the Gloucestershire guidance by highlighting from the checklist to identify specific needs. A discussion will then take place between the SENCo and Class Teacher to discuss these needs.
- This is followed up with a meeting with parents to outline and discuss needs.
- If necessary, diagnostic testing would be used or outside advice sought to help identify the particular needs of the child.
- Personalised interventions continue to be in place.
- Professional dialogue between the Class Teacher and Teaching Assistant so that specific support is put in place within the classroom.

What should parents/carers do if they think their child has SEND? How can they raise concerns?

- Parents should discuss their concerns with the Class Teacher.
- Where possible, the SENCo should meet with the parents to discuss needs.
- A follow up meeting between the Class Teacher and SENCo will then take place to develop a plan for the child.
- The child will be involved in setting their own targets so their voices are heard.
- Appropriate support in place, after a discussion with the Head Teacher.

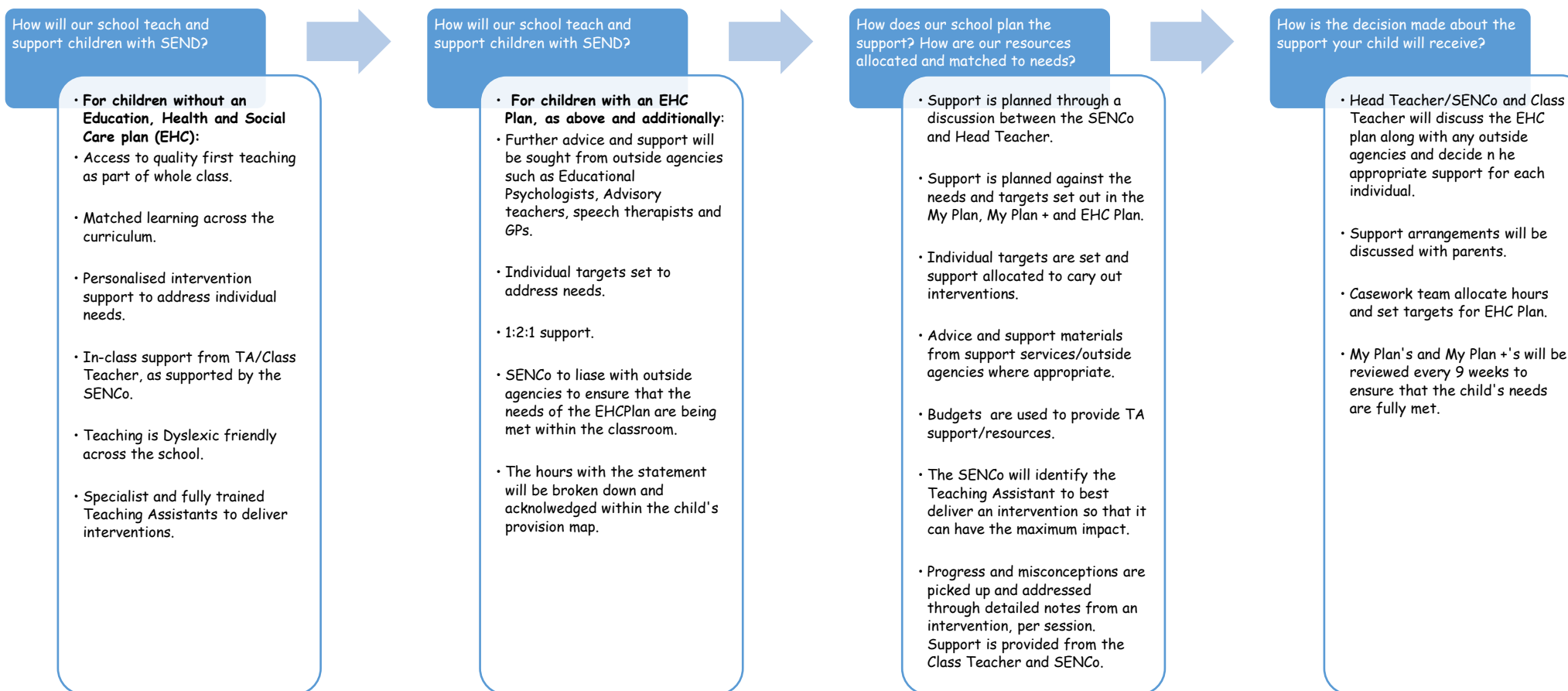
How will our school include parents and students in planning support?

- Regular communication between parents and Class Teacher will take place. Twice yearly formal parents' evenings to discuss progress and achievement.
- Additional 'structured conversations' meetings will be arranged in addition to parent's evening. This is an opportunity for the Class Teacher and SENCo to discuss the needs of the child in more detail with the parent.
- Parents are expected to support their child with their intervention targets at home so that they will have the maximum impact on their progress in school.
- Class Teachers to meet with the children to develop a 'My Profile'. The pupil's voice is heard and their views taken into account in target setting.
- Students are encouraged to be self-evaluative after the intervention programme.
- Parents are encouraged to discuss the impact of the intervention with their children at the end of the assessment window.

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TEACHING & SUPPORT



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PROGRESS & EFFECTIVENESS

How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed?

Individual targets will be set and progress will be monitored using school tracking systems and formal assessments every 9 weeks.

Objectives and targets reviewed and amended to meet needs of the individual (as stated on the My Plan, My Plan + or EHC Plan).

Annual review meeting with parents, class teacher, SENCo and outside agencies to discuss needs, progress and next steps.

Individual children to be involved in discussing their targets and their progress. Discussions between the Class Teacher and child to contribute towards a 'My Profile'.

Who will be working with your child?

Head Teacher/SENCo

Class Teacher and Class TA

Outside agencies as and when necessary (Educational Psychologists, Speech and Language, Nurses etc)

What role will the child's teacher play?

Your child's class Teacher is ultimately responsible for meeting your child's needs and ensuring your child makes good progress.

The Class Teacher will discuss your child's needs with the classroom Teaching Assistant to ensure the support identified is provided by all members of staff.

Class Teacher will discuss the EHC plan with SENCo and outline how support will be allocated.

Class Teacher will monitor progress and change activities as and when necessary.

Class Teacher will liaise with parents, keeping them informed with progress and any areas of concern.

The Class Teacher will also raise any concerns with the SENCo or Head Teacher.

How does our school ensure that the information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Class Teacher will discuss SEND needs/EHC plan/My Plan/My Plan + with Teaching Assistant.

SENCo to meet with Class Teacher and TA to discuss plans in place for SEN.

What are Gloucestershire schools expected to provide from their budget?

See <http://www.gloucestershire.gov.uk/schoolsnet/sencospot>

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EXPERTISE

Training of staff	<ul style="list-style-type: none"> • SENCo attends regular cluster meeting to update knowledge and to keep up to date with good practice. • SENCo holds the National Award for Special Educational Needs at Postgraduate level. • SENCo is provided with regular support from Head Teacher. • Teachers and TAs attend relevant training courses. • Specialised training for Epidermylosis Bullosa to meet the needs of an EHCP plan.
List areas of expertise	<ul style="list-style-type: none"> • Specialised training for specific medical conditions. (Epidermylosis Bullosa and Epi-pen training). • Support from outside agencies for supporting children with hearing impairments.
What intervention programmes does our school run for children with SEND and how are they delivered?	<ul style="list-style-type: none"> • Reading and spelling supported by phonics programme • Reading and spelling supported by use of Dancing Bears, Bearing Away, Apples and Pears and Bear Necessities, Rapid writing • Close-the-Gap individualised support • Circle time/Social skills groups • Touch typing • The 'Listening Programme' for auditory processing
What teaching strategies does our school use for children with learning difficulties including: autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties, dyslexia	<ul style="list-style-type: none"> • Advice and support from GP, Paediatrician, ATS Service. • Individual needs met through individual/small group work. • Additional TA support if appropriate. • Teaching strategies will include individual time tables, appropriate positioning, use of visual cards and IWB, writing slopes and spelling cards, alphabet and sound mats, high frequency word cards, number lines/100 number square, coloured overlays.
What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?	<ul style="list-style-type: none"> • Whole school behaviour policy • Individual reward cards and systems (home-school diaries) • Reward for playtime and lunchtime • Celebration assemblies • Privilege points • Golden Time • Encouragement of the 'restorative justice' approach



OTHER SERVICES

Which other services do we use to provide for and support our pupils?

- GP
- School nurse
- Education Psychologist
- Speech & language therapists
- Occupational Health Team
- Epidermylosis Bullosa nurse
- Advisory Teaching service
- PCSO's
- Community social worker
- Local charities e.g. 'Hammer Out'
- CYPS (Children's and Young People's Mental Health)

How do we meet the needs of SEND pupils?

- Targets and interventions planned in line with recommendations from above services.

How do we support families of these pupils?

- Parents involved through meetings and discussions with Class Teacher and SENCo.
- Communication may also be through informal meetings as well as using home/school book.
- Parents and children contribute to the My Plan/My Plan+/EHC plans through questionnaires and meetings.



How does our school provide support to improve the emotional and social developments of our SEND pupils (pastoral, medical, social support available)?

- School follows County policy regarding the administration and managing of medicines in school.
- Asthma inhalers are kept in the office.
- Staff have regular and up to date First Aid training.
- Epi-pen training for staff.
- Whole school awareness on Epidermylosis Bullosa.

How does our school help with personal care where this is needed (for instance: toileting, eating)?

- Extra support given as and when necessary.
- Mid-day supervisors support when needed at lunchtime.
- Disabled-access facilities available if necessary.
- For support with an EHC Plan, personal care is specifically outlined. Please refer to our intimate care policy for more details.

What is our policy on day trips, school outings, health and safety arrangements?

- All trips and school outings follow recommended pupil - adult ratios.
- Risk assessments are carried out for all trips and outings to ensure that all children have equality of access to school trips.
- All child medication needed to be carried by the Teacher in charge only.

What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils with SEND? What measures are in place in our school to prevent bullying?

- Class Teacher has overall responsibility for pastoral care of every child in their class.
- Clear anti-bullying policy and procedures in place.
- Extra support is given by TAs if appropriate.
- SENCo regularly checks for up to date training and will allocate specific members of staff to attend.

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What access do our SEND pupils have to facilities and extra-curricular activities available to all children?

- Children with SEND are made to feel as valued as any child within the school by being given opportunities to develop their skills and achieve their full potential in all areas of the curriculum.
- All extra-curricular activities are available for all children, across Foundation, Key Stage One and Key Stage Two.

Who will explain and discuss this with parents/carers?

- The Class Teacher is responsible for keeping in touch with the parents through informal discussions and through parents' evenings.
- Meeting with the Head Teacher and SENCo can be arranged on request.

How will parents/carers know how well their child is doing?

- Progress and attainment is tracked and discussed with parents at parents' evenings and other informal meetings.
- My Plan's and My Plan + are reviewed and updated every 9 weeks and feedback is provided for parents. Parents are also provided with a copy.
- Additional meetings with the Class Teacher and SENCo are offered during the course of the year to review and monitor progress and to discuss new targets through the use of 'Structured Conversations'.

How does our school measure outcomes and impact of the support provided to the pupils?

- My Plan targets are reviewed and the outcomes of the interventions are monitored and recorded.
- The SENCo will monitor children with SEND every 9 weeks and annually as part of the on-going monitoring process.

When and at what interval will this happen?

- My Plans are reviewed and adjusted as and when necessary, but at least 4x a year.
- Targets amended and updated according to the needs and progress made.



Who will explain and discuss this with young people?

- The Class Teacher or Teaching Assistant will discuss the targets with the individual children.
- The SENCo may also discuss the targets with the children through pupil conferencing.

How will our school involve young people with SEND in their education?

- Children will be involved in discussing their targets and their progress.
- Children are encouraged to recognise when they have achieved their targets.
- Children's views will be sought before any review meetings, if appropriate. This is through the use of a My Profile.

How do we assess and evaluate the provision we have arranged for your child?

- Targets are reviewed using results of assessments and through discussions with Class Teacher, TAs and the individual children.
- Outcomes are recorded and progress is monitored every 9 weeks.

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OTHER SUPPORT

How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer to another school?

- Please see our school website for admissions arrangements. If parents are suspicious of any special educational need, the school strongly encourages the parents to contact the school directly so that a meeting can be put in place to discuss this.
- Strong links with our on-site Pre-School setting.
- Meet Class Teacher and SENCo to discuss any new needs arising from meetings and discussions.
- Meetings are held with agencies and parents/carers prior to starting school, if possible.
- New schools are involved in the review process and help to set new targets for their new setting.

How do we prepare our pupils for adult life?

- All children are taught the necessary skills to become independent learners and to work both as individuals as well as members of a team.
- Sex Education for Year 6 children.
- School council team.
- Chaplaincy team - monitoring and leading in the prayer life of the school.
- Cycling proficiency.
- Buddy time. Year 6's to support and 'buddy' with a Reception child.
- Door monitors, lunchtime monitors etc.
- Relationships topics taught from Reception to Year 5 in PSHE.

What resources and equipment do we provide for children with SEND?

- Appropriate resources and equipment will be provided following assessment of individual need.
- Specific training is also provided, where appropriate.
- Special arrangements for exams is provided for individuals, in line with the national guidelines following a discussion between the Class Teacher and Head Teacher.

What arrangements are in place with other schools/educational providers when our SEND pupils transfer?

- Liaison with pre-school settings before children start school (By Reception Teacher).
- Communication with secondary school transfer, through visits and discussions with staff (SENCo's from Secondary school settings).
- Year 6 children attend secondary school visit during the end of the summer term.
- Individual pupils supported when visiting secondary school.

How accessible is our school to pupils with SEND?

- The school site is accessible for children with wheelchairs and there is a disabled access toilet.
- Personal Evacuation Plan's in place for those children with a disability.

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FURTHER INFORMATION

Where can you find our SEND policy?

The SEND policy is available on the school website <http://st-josephs-nympsfield.org/>

Copies available from the school office



What role do Governors have? What does our SEND Governor do?

SEND Governor supports and monitors the effectiveness of the provision of SEN in school

The SEND Governor meets with the SENCo to discuss the needs and provision of resources for children with SEND

The SEND Governor then provides a report outlining the SEN provision and the progress of the children with SEND



What can you do if you are not happy?

Discuss issues with Class Teacher/SENCo, Head Teacher

Follow complaints procedure, if necessary



How can parents/carers arrange a visit to our school? What is involved?

Parents can contact the school office by telephone or by email to discuss arrangements for booking a visit to the school



Who can you contact for more information?

More information can be obtained from the Class Teacher, SENCo, SEND policy or the Head Teacher

The SENCo is Miss Natalie Jones (Current Year 1 Teacher)
njones@st-josephs.gloucs.sch.uk



When was this information updated?

September 2017