



What is The School Information Report?

As part of the Children and Families Bill 2014, all schools are required to make available their local Special Educational Need and/or Disability (SEND) offer to families. This details how they can support children and young people with SEND. Wiltshire County Council's Local Offer can be found using the following link:

<http://www.wiltshirelocaloffer.org.uk/>

The document below sets out the provision, support and resources available at St Joseph's Catholic Primary School.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child ...has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Code of Practice (April 2014)

Overview of the school

- St. Joseph's is a medium sized primary school with approximately 144 children on roll in five classes.
- There are approximately 30 children in each class.
- 13 % of pupils are identified with a special educational need.

How can I let school know I am concerned about my child's progress and who should I talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The first point of contact for parents or carers is always your child's class teacher. Some parents and carers speak informally to teachers after the school day, or request a formal appointment. Class teachers also hold formal parent consultation evenings twice a year.

Additional points of contact are:

- SENCo – Mrs Helen Lever
- Headteacher – Mrs Sue Woods

What are their roles and responsibilities?

Roles and Responsibilities

Class Teacher

They are responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation)
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc) and discussing amendments with the SENCo as necessary.
- Writing My Support Plans, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCo

They are responsible for:

- 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:
 - 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 them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register and provision map 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 SEND in the school)

Head teacher

The head teacher is responsible for:

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

The SEND Governor

They are 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 a SEND.
- 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.

What are the different types of support available for children with SEND in St. Joseph's?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- Your child will have a One Page Profile which captures what is important to and important for an individual. This is a useful way of sharing information with teachers, supply teachers and other professionals.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children.

This group, often called an Intervention group by schools, may be

- Within the classroom or outside.
- Led by a teacher or most often a teaching assistant who has had training to run these groups.

For some children this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A teaching assistant or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up an meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals to support your child's learning.

How are the school's resources allocated and matched to my child's needs?

- St. Joseph's School considers the needs of each child on an individual basis. In the first instance, all children receive high quality differentiated teaching which matches children's needs.
- Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENCO) and where appropriate the head teacher, to develop a personalised programme of support for your child. All intervention programmes are evidence based, and are used to narrow the gap between your child's attainment and the attainment of their peers.

What specialist services and expertise are available to my child?

The school are currently able to access external professional support including:

- Access to a Parent Support Advisor;
- Speech and Language Therapy;
- Occupational Therapy;
- Child and Adolescent Mental Health Service (CAHMS);
<http://www.homestartchams.org.uk/>
- Educational Psychologists;
- Ethnic Minority Advisory Service (EMAS);
- Specialist Special Education Needs Service (SENS) which includes:
 - Behaviour Support;

- Learning Support;
- Social Communication Needs;
- Qualified Teacher for Visual Impairment;
- Qualified Teacher for Hearing Impairment.

How will the teaching be adapted for my child with SEND?

- All class teachers ensure that all teaching is differentiated to match the needs of each child. This is achieved through high quality planning and quality first teaching. This includes children who are very able or have a special educational need.
- Some children may require more focused support, and additional adults may be used to provide support where appropriate. Children who are more able will be challenged through effective differentiation in class and external workshops.
- Some children who have a special educational need may require a personalised targeted intervention to support their learning and enable them to access the curriculum.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- 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, maths and science.
- If your child is in Year 1 and above, but 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.
- The progress of children with a statutory education, health and care plan which is called a My Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCo and head teacher will also monitor that your child is making good progress within any individual work and in any group that they take part in.

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

- St. Joseph's strive to identify any special educational need as early as possible in order to provide the appropriate support.
- Class teachers, supported by the SENCo and head teacher, assess the attainment and progress of all children six times a year. This enables the school to identify children who may have an additional need or a special educational need which can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline.
 - Fails to match or better the child's previous rate of progress.
 - Fails to close the attainment gap between the child and their peers.

- Widens the attainment gap.
- Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENCo) and where appropriate the head teacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based, and are used to narrow the gap between your child's attainment and the attainment of their peers, and remove any barriers to learning.
- Appropriate assessment procedures are in place which will inform ambitious and achievable targets for your child. These are designed in collaboration with your child, class teacher, and SENCo where appropriate.

How are parents and pupils involved in the assessment and review of needs?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- Children play an active part in target setting and reviewing their progress, along with parents and carers.
- Through parent consultation evenings and SEND review meetings, parents are involved in the assessment and review of needs.
- Children who have a My Support Plan or a statutory My Plan will have a review of their needs and progress at least three times a year.

How accessible is St. Joseph's to children with SEND?

Due to the age and nature of the school, careful consideration needs to be taken when planning for children with physical disabilities.

- The new end of the school is accessible to children with physical disability by using the path by reception.
- The Foundation Stage garden is accessible via ramps.
- The dining room is not accessible for wheel chairs.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

What are the transition arrangements from pre-school to St. Joseph's Catholic Primary School and from St. Joseph's to a secondary school?

St. Joseph's has very close links with a number of local pre-schools in, in particular:

- Sunny Days <http://sunnydaysmalmesbury.co.uk/>
 - King's Day <http://www.bathymca.co.uk/nurseries-malmesbury.asp>
 - Cross Hayes' <http://www.crosshayes.org.uk/>
 - Malthouse. <http://www.malthousenursery.co.uk/>
- Staff from school visit pre-school to ensure a smooth transition.
 - St. Joseph's has close links with Malmesbury Secondary School (www.malmesbury.wilts.sch.uk/) and works collaboratively with them to ensure a smooth transition from the end of primary school to the beginning of secondary school.
 - Additional visits to the secondary school can be arranged for children with additional

needs prior to them starting school.

How could I arrange a visit before my child starts at the school?

- Visits to the school are warmly welcomed. You will be given a personal tour of the school.

Glossary

Achievement:	Achievement takes into account the standards of attainment reached by pupils and the progress they have made to reach those standards.
Attainment:	The knowledge, skills and understanding which pupils of different abilities have shown by the end of each key stage.
Code of Practice:	A government document that schools, early years settings and local authorities follow when identifying children with SEND and meeting their needs
Differentiated	The way in which the school's curriculum and teaching methods are adapted to meet the individual needs of each child.
My Plan:	A statutory education, health and care plan.
My Support Plan:	A holistic support plan for children with additional needs who do not meet statutory criteria for an Educational, Health and Care Plan.
One Page Profile:	A single page that captures what is important to and important for an individual. They are part of a statutory My Plan but can also be created by individuals for job interviews or sharing information with friends or professionals.
Pupil Progress:	This is the extent to which pupils have progressed in their learning given their starting points.
Provision Map:	A way of identifying the range of provision available to all pupils in a school, which is additional to and different from the school's differentiated curriculum. It can be used as part of the planning process for a child with additional needs.
SENCo:	Special Educational Needs Coordinator.
SEND:	Special Educational Need and/or Disability.