



Special Educational Needs and Disabilities (SEND) Information Report

2021 – 2022 (reviewed and updated January 2022)

St Joseph's is an Academy and part of the St Therese of Lisieux Catholic Multi-Academy Trust. We deliver an educational journey from the age of 3 to 11 that promotes each child's development, both academically and pastorally, to ensure confidence and ambition. We are fully inclusive and believe that every child, regardless of any Special Educational Needs and/or Disabilities (SEND), should be given the opportunity to reach their full potential and be supported to access the whole of the curriculum on offer, in accordance with the 2014 SEND Code of Practice. Our philosophy is that education should provide each and every pupil with the core skills needed to achieve academic excellence through a diverse and rich programme of study that has holistic development at its core. We ensure that our Admissions Policy does not discriminate against children who have been identified with a Special Educational Need or Disability.

Definition

The SEND Code of Practice (1.xiii-xiv) defines SEND as:

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.

A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Legislation and Guidance

This Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation: [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report. In North East Lincolnshire, this forms part of a Local Offer (LO) and details about our SEND provision, and that of other schools and agency provisions, will be found under a dedicated Local Offer website found [here](#).

What are the kinds of SEN that are provided for at St Joseph's?

The Code of Practice refers to four broad areas in which your child's needs may fall. However, these are not definitive categories in which to 'place' children. These areas are:

- Cognition and Learning needs, for example, dyslexia
- Communication and Interaction needs, for example, Autistic Spectrum Disorder and speech and language differences
- Sensory and Physical needs, for example, hearing difficulties and sensory processing differences
- Social, Emotional and Mental Health needs, for example, attention deficit hyperactivity disorder (ADHD)

Currently at St Joseph's 26.1% of the school population are classed as having 'Special Educational

Needs’.

How do we identify pupils with SEN and assess their needs?

We identify pupils and assess their needs by;

- Listening to your views and concerns.
- Listening to your child’s views and concerns.
- Making regular assessments of children.
- Feedback from staff.
- Reviewing intervention impact.
- Monitoring children’s emotional, social and mental-health well-being.
- Information from external agencies, for example Paediatricians and the Speech and Language Service.
- Monitoring pupils’ progress in comparison to peers locally and nationally.

Please see the following policies on our website for further information:

- SEND policy
- Accessibility Plan
- Safeguarding policy
- Behaviour policy
- Complaints procedure
- Supporting pupils with medical conditions
- Admission arrangements
- Equality policy

What should you do if you are concerned your child may have a special educational need?

If you are concerned that your child may have a special educational need (SEN) then we recommend that you first speak to your child’s class teacher. Class teachers are usually available at the end of the school day or an appointment can be arranged via the school office (690672). They will then refer to the Special Educational Needs Co-ordinator (SENCo) to discuss your child’s provision in detail. The SENCo is also available if you want to discuss your child’s needs further. The SENCo is available on Wednesdays and Thursdays via telephone (690672) or class dojo. Class dojo is checked between the hours of 8.30am and 3.30pm. If you have an urgent query it is always best to contact the school office who will arrange for you to be contacted.

How will your child be supported and how will we help you to support your child?

When deciding whether special educational provision is required we will:

- Look at what we expect your child to achieve, this is not just focussed on academic progress and attainment
- Gather the views of your child- this is done in a variety of ways including pupil voice with the SENCO, pupil conferencing with the class teacher, EHCP reviews and termly PLP reviews (the children are involved reviewing previous outcomes and setting new ones)
- Gather the views of the parent- we seek and encourage the views of parents/carers through termly questionnaires, termly review meetings, parents evening and a messaging facility on class dojo. We have a parent governor who has a child with SEN. These views are used to shape the school’s offer
- Gather the views of teachers and other professionals

We will then use this information to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- Class Overviews – Each class has a copy of the SEN register and pupil progress meeting minutes which includes a brief overview of additional needs, differences and pastoral information which let all staff know how best to support the pupils.
- Pen Portraits – for some of our pupils who have more complex additional needs or differences, we create a Pen Portrait. This is a short document created by the school but with you and your child’s input. The profile includes not only information about how we feel your child is best supported but

also your view and the child's views on this and their aspirations. We also include information and strategies from external agencies and professionals such as Educational Psychologists.

- All teachers differentiate the curriculum to enable access for your child.
- Classroom environments are adapted to enable children to be independent in helping themselves but also in subtle ways such as visual timetables so that every child knows what is happening throughout the days.
- Some children access interventions run both within and outside of the classroom.
- We also offer support through our Safeguarding and Pastoral Team.

It is an expectation that all children will have the opportunity, resources and support to reach their academic potential. We do not offer a 'one size fits all' 'solution' to children with SEND as every child is an individual and we do not allow SEND to be an excuse for not doing well at school.

How do we support pupils moving between phases and preparing for adulthood?

- Before children move into their new classes in September, they have the opportunity to meet their new teachers and to experience some time in the new class.
- Transition between Nursery and FS2 will be the same, regardless of whether they have come from our nursery or if they have come from another nursery provision. All children will have a transition day which is a taster day in meeting their class teacher for the following academic year
- For vulnerable or students with more complex needs, the school offers an additional enhanced transition day where students meet the pastoral and SEND support team, ensuring that they feel comfortable with extra support.
- Transitioning to new schools in the academic year – if your child is moving to or from a new school within the school year then we will share information with the school or other setting the pupil is moving to.
- When transitioning to secondary school, the school SENCo will meet with the secondary SENCo and will pass over information linked to a child's SEN needs ensuring the new school know best how to support the child's needs. Paperwork will also be transferred across via a secure server. For children with an EHCP, parents will be asked which secondary school they are considering for their child and the SENCo will be invited to the annual review which will be held early (ideally in September of Year 6). Wherever possible additional transition days will be offered.

What is our approach to teaching pupils with SEN?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

In our classes, we have a number of Teaching Assistants (TAs) who support pupils across the classes. The TAs support in class and with interventions such as:

- speech and language
- phonics
- social skills groups
- motor skills
- pre-teaching

How accessible is the school environment?

- All classes are on the ground floor level.
- Toilets have disability access in all areas.
- Parking bays for disability 'Blue badge' holders outside of the school.
- We use Personal Emergency Evacuation Plans (PEEP) to support pupils who may have a physical or language difficulty, to leave the school buildings and / or area in case of an emergency.
- Our Accessibility Plan is committed to providing an accessible environment.
- All of our classrooms are dyslexia friendly
- We are TPC therapy trained which is reflected in our school environment (low lighting, pale colours etc)

How accessible is the curriculum?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiated curriculum to ensure all pupils can access it, for example, by grouping, exam access arrangements, 1:1 work, differentiated teaching style and content of the lesson.
- Staff are aware which children need instructions breaking down, checklists, their name front loading and the opportunity
- Adapted resources and staffing.
- Using recommended aids such as laptops, coloured overlays, visual timetables and larger font.
- Differentiated teaching, for example, giving longer processing times, pre-teaching vocabulary and reading instructions aloud.

We enable children with SEND to access extra-curricular activities by:

- Including parents in any relevant discussions about your child
- We include additional adult support
- We follow advice from other professional and / or advisory service
- Completing risk assessments
- Encouraging all pupils to attend residential trips
- Encouraging and monitoring the attendance of SEND pupils to after-school clubs
- All pupils are expected, encouraged and supported to take part in sports days, focus days, etc
- No pupil is excluded from taking part in these activities because of their SEN or disability.

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

At St Joseph's, our Safeguarding and Welfare Team work closely with the SEND Team.

- Emily McCullagh is Headteacher and the Designated Safeguarding Lead (DSL)
- Claire McHugh is one of the Deputy Designated Safeguarding Leads (DDSLs), SENDCO and she is also the Mental Health First Aider
- Rachel Wilding is the Safeguarding and Attendance Officer

All our teachers hold Qualified Teacher Status.

We access a number of specialist services to support the school, its pupils and their families. These include:

- Speech and Language Therapy
- Young Minds Matter (YMM)
- Educational Psychology Service
- School nurse
- Counselling services through CompassGO
- Hearing Impairment and Visual Impairment Teams
- Social Services

What training and expertise do staff have in supporting children with SEND?

Claire McHugh is the lead for SEND and Inclusion. As well as being a qualified teacher she has worked as SENDCO and Inclusion Lead for the last two years. Mrs McHugh also holds the certification as Designated teacher.

We have a team of Learning Support Assistants and Teaching Assistants who are trained to deliver SEND provision.

Staff have accessed training in the following areas:

- Safeguarding
- Prevent
- Social and Communication Difficulties
- Restorative Practice
- Therapeutic teaching
- Mental health and wellbeing
- Epilepsy
- Neurodiversity
- Dyslexia
- Attachment difficulties

How do we evaluate our provision?

Children's progress is continually monitored by class teachers. Their progress is reviewed formally through three assessments cycles per year. In Early Years pupils have an individualised Learning Journal to share their progress through the Early Learning Goals. We evaluate the effectiveness of provision for pupils with SEND by:

- Monitoring progress through four assessment cycles a year
- Observations
- Feedback from parents and staff
- Pupil questionnaires
- Reviewing the impact of interventions which run for set amount of times
- Using Provision Mapping and IEPs
- Reviewing pupil's individual progress towards their goals
- Holding Annual Reviews for pupils with Education Health Care Plans (EHCPs)
- Parents are also updated during parents evening. Parents are made aware of the National expectations in relation to their child's development at meetings and on the annual report which shows levels of attainment and targets for all children.
- Homework is differentiated considering your child's needs and is monitored by the SENDCo and subject leads.

How do we support the emotional and social development of pupils with SEND?

Our children's well-being is of paramount importance to us and we strive to offer excellent pastoral support for pupils and their families. Our Welfare Team work closely with the SEND Team in providing support for pupils and their families. We also work with outside agencies and professionals to support our pupils and families, such as the Early Help Team. Throughout the school, PSHE and RSE is delivered through assemblies, class acts of worship. Liturgies, and in PHSE sessions. Assemblies follow a pastoral theme and PSHE sessions each week which cover the statutory Relationships Education, RSE and Health Education guidance. Our children learn about important themes of relationships, living in the wider world and health & wellbeing at age-appropriate levels.

We have the highest expectations of all pupils so that their achievement academically, creatively, personally and socially is the highest it can be. We aim to prepare all pupils for their respective life-journey so all become confident, kind, caring global citizens who develop a love of learning. We are committed to characterformation developed by a curriculum that challenges pupils to reflect and think for themselves. We will provide a warm and welcoming environment for all children through positive and uplifting experiences.

Our Behaviour Framework and Anti-Bullying Policy are based on the belief that all pupils have the right to learn in a secure, safe and stimulating environment. St Joseph's acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs. These policies aim to develop an acceptance of responsibility for their own behaviour, in all pupils. They also identify ways in which we endeavour to remove barriers to learning and promote self-reliance and independence.

What do I do if I am not happy with the provision for my child with SEND?

There are times when parents may disagree or oppose the view held by the school about a child. If you wish to do so, then the first person we recommend you speak to is your child's class teacher. If this proves unsuccessful then the matter can be referred to the SENDCO. You can refer to the Trust's Complaints Procedure document on our website. Finally, the complaint can be taken to the Local Authority.

The parents of pupils with disabilities also have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Who can I contact for more information?

See our website for full details

[Contact for families of children with disabilities](http://www.cafamily.org.uk) www.cafamily.org.uk

[SENDirect](http://www.sendirect.org.uk) www.sendirect.org.uk
[SEND Gateway](http://www.sendgateway.org.uk) www.sendgateway.org.uk
[NE Lincolnshire Local Offer](https://sendlocaloffer.nelincs.gov.uk/)
https://sendlocaloffer.nelincs.gov.uk/
[SENDIASS](http://www.barnardos.org.uk) www.barnardos.org.uk