



Special Educational Needs Information Report 2019-2020

Our Lady and St Joseph Primary School.

1.

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. We will keep this report up to date. The Governors will also review this report every year, and will involve pupils and parents. If you want to give us feedback about the report, please contact the school office.

2.

Who do I contact if I think my child has SEND?

If you are thinking of applying for a place, contact the school office. If your child is already at the school, you should talk to your child's class teacher. The Inclusion Leader and the Special Educational Needs Coordinator (SENCO) are responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. They also provide professional guidance to school staff and work closely with parents and other services that provide for children in the school.

Inclusion Leader: Lorraine Adams

SENCO: Jaidz Majasi

School phone number: 0203 764 8860

3.

Which children does the school provide for?

We are a Primary School including a nursery. We admit pupils from age 3 to 11 (3-4 years in the nursery). We are an inclusive school, providing for all children including those with all types of special educational needs. If you want a place for a child who already has an Education, Health and Care plan, this can be considered during the annual review process.



If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.

**The School Admissions Policy can be found on the school website*

4.

Summary of how the school meets the needs of children with SEN and disabilities

At Our Lady and St Joseph School we are committed to providing high quality education for all pupils, including those identified as having SEND needs. All pupils are entitled to a broad and balanced academic and social curriculum, which is accessible to them and should be fully included in all aspects of school life. We believe that all children should be equally valued in school and we strive to eliminate prejudice and discrimination and to develop an environment where all children can reach their full potential.

The staff and Governing Body fulfils its statutory duty towards pupils with SEN or disabilities in accordance with the guidance set out in the Children and families Act 2014 and the SEN Code of Practice. In particular, the governing body committee are responsible for ensuring that:

Arrangements are in place in school to support pupils with medical conditions and a SEND Information Report is published annually.

In addition, our governing body works with the Inclusion Team and Headteacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the progress made by pupils and the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this annually.



SEND support takes the form of a four part cycle: assess, plan, do and review. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on a half termly basis. SEND highlighting meetings are used to evaluate the effectiveness of any SEND support provided. This is timed to coincide with parents' evenings and pupil progress meetings.

5.

How does the school identify children's special educational needs?

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes. A pupil will be identified with a SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to, a neuro-typical pupil of the same age. Children may have one or more, broad area of special educational need:

Communication and interaction

Including speech and language difficulties and autism

Cognition and learning

Including developmental delay, specific learning difficulties (SpLd) such as dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties

Including difficulties with behaviour, attention deficit hyperactive disorder (ADHD), an attachment disorder or anxiety disorder

Sensory and/or physical needs

Including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions that affect a child's learning

Each pupil's current skills and level of attainment are assessed on entry to the school. From then on assessment of progress for all pupils is measured at strategic points in the year as well as ongoing day- to -day summative assessments. These will seek to identify pupils making less than expected progress given their age and individual circumstances.



Progress may:

Be significantly slower than that of their peers starting from the same baseline.

Fail to match or better the child's previous rate of progress.

High quality teaching will target the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with the Inclusion Team, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by pupils themselves. Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and parents are consulted about the desired long term and short -term outcomes. Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEND but they may need additional provision within school.

6.

How does the school teach and support children with SEN?

We endeavour to set high expectations for all pupils whatever their prior attainment, using assessments to set targets. We endeavour to deliver high quality teaching that is differentiated, personalised and meets the individual needs of the majority of pupils. Some pupils need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is provided for those who need it.

This includes:

Teacher or TA support, provision of appropriate resources or short term tailored interventions. This type of support is evaluated regularly for impact. The quality of teaching for pupils with SEND and the progress made by pupils is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.



7.

How will the curriculum and learning environment be matched to the Child's needs?

All pupils have access to a broad and balanced curriculum, adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement through careful differentiation. We take appropriate steps to enable pupils to develop, learn, participate and achieve the best possible outcome irrespective of whether that is through reasonable adjustments for a disabled child or special provision for a child with SEND. We have high expectations for all and will look at the child's level of achievement and see what support they need to make good progress and reach their potential.

Information about the school's curriculum is on the school website

8.

How are parents and carers involved in reviewing children's progress and planning support?

We are committed to working in partnership with parents and carers and endeavour to:

Have regard to the views, wishes and feelings of parents.

Provide parents with the information and support necessary to enable full participation in decision making.

Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Provide an opportunity to meet with the parents of pupils at least once a term.

Pupil voice used in review process

All relevant parties involved in annual review process

Provide an annual report for parents on their child's progress.



9.

How are children involved in reviewing their progress and planning support?

We are committed to involving pupils with SEND in decisions about their learning.

We will:

Have regard to the views, wishes and feelings of pupils, including pupil voice

Provide pupils with the information and support necessary to enable full participation in decision making.

Support pupils to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

10.

How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

The majority of pupils with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will share the knowledge we have as part of this process.



We support pupils so that they are included in social groups and develop friendships.

This is particularly important when pupils are transferring from one phase of education to another. Strategies include:

Liaison with SENCOs and key staff in transition meetings

Enhanced transition visits

Opportunities to meet parents

Consideration of flexible provision

11. What training do school staff have?

The school has a targeted CPD programme which regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.

This includes, identifying particular areas of need in the school, reviewing, and improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. We have a school Speech and Language therapist who provides expert guidance, support and training programmes for teachers and teaching assistants to help ensure the best provision for pupils. When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day.

All our class teachers are qualified teachers.

Our teaching assistants have a range of qualifications including the HLTA NVQ Levels 2 and 3, Autism specialist training, maths and English intervention qualifications, behaviour management, positive handling, restorative justice and safeguarding training.



12.

How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils to make sure no one under achieves. We look at whether our teaching and programmes of support have made a difference. We have half-termly SEND Highlighting meetings to track and monitor progress and to outline objectives and review the effectiveness of provision. This meetings are in addition to pupil progress meetings.

13.

How accessible is the school and how does the school arrange/equip/ mentor facilities children need?

We are committed to eliminating discrimination and promoting equality of opportunity. Pupils with SEND engage in the activities of the school together with those who do not have a SEND and are encouraged to participate fully in the life of the school and in any wider community activity.

The school works in partnership with the local offer to ensure that pupils with SEND are not treated less favourably.

**The school's Accessibility Plan is available on school website*

14.

How are children included in activities with other children, including school trips?

Through careful planning and reasonable adjustments, pupils with a SEN engage in the activities of the school together with those who do not have a SEN and are encouraged to participate fully in the life of the school and in any wider community activity. We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.



15.

What support is there for children's overall well-being and their emotional, mental and social development?

We support the emotional, mental and social development of pupils with SEN and disabilities by providing extra pastoral support such as emotional literacy groups, friendship groups and Restorative approaches embedded within school practice.

We support pupils with medical conditions on a day -to- day basis. Medicines and other medical aids are checked regularly and all support staff are First Aid Trained.

Measures are in place to prevent bullying and to deal with difficulties surrounding relationships. We make provision for pupils' spiritual, moral, social and cultural development through the curriculum and the assembly programme and cultural calendar.

We use social stories to support the children to cope during difficult times and resolve difficult situations. The teaching of PSHE is an integral part of this development. The school works with other services to support children, e.g. Educational psychology Service (EPS) Child and Adolescent Mental Health Services (CAMHS), Early Help Services, Support For Learning Service, SALT, School Nursing Service, Speech and Language Therapy Service, Visual Impairment team, Occupational Therapist, Stephen Hawking Outreach Team, Phoenix Outreach team (Autism support specialists).

**The school's Safeguarding Policy is available on school website*

Our Lady and St Joseph Primary School

To be reviewed 2020 - 2021



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CATHOLIC PRIMARY SCHOOL

