



St Joseph's Catholic Primary School, Guildford
The Way, The Truth, The Life

SEN (Special Educational Needs) Information Report

Contact details for the SENCO:

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Documents:

Useful documents/ websites:

- Xavier SEND Policy (school website)
- St Joseph's Provision Map (school website)
- Surrey Local Offer (<https://www.surreylocaloffer.org.uk/parents-and-carers>)
- SEND Advice Surrey (<https://www.sendadvicesurrey.org.uk/>)

The kinds of special educational needs we provide for

We are a fully inclusive mainstream primary school. We work to identify and reduce barriers to learning, making reasonable adjustments in order to support children's wellbeing and progress. Our school currently provides additional and / or different provision for a range of needs, including:

- Communication and interaction, for example, autism (ASD), speech and language difficulties
- Cognition and learning, for example, dyslexia, specific learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, cerebral palsy

Identifying children with SEN and assessing their needs

At St Joseph's we use the definition for SEN from the SEND Code of Practice 2014 which states: *'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.***

To support identifying children with SEN we assess children's current skills on entry and through information gathered from previous settings. Class teachers regularly assess children's ongoing learning throughout the year. Their attainment and progress is measured and tracked regularly and analysed by the Senior Leadership Team. These ongoing teacher assessments and tracking identify:

- Children where progress is significantly slower than peers
- Children where progress has reduced
- Those who are not closing the attainment gap with their peers
- Children where the attainment gap is widening

This may include progress in areas other than attainment, for example, social needs.

The class teacher and SENCO look at all the information gathered based on the child's age and starting points and against national expectations. We will also consider [Surrey's Ordinarily Available Provision](#). Slow progress and low attainment will not automatically mean a child is recorded as having SEN (special educational needs).

If a class teacher or senior leader is concerned about the progress or attainment of a child, additional support is put in place, for example an intervention group or additional class support. If, with this additional support, the child continues to make insufficient progress then they may be identified as having SEN and placed on the school SEN register. We will consider what different or additional support is required. A SEN learning plan will be put in place in consultation with parents outlining the desired outcomes we are aiming for. Where a child has higher levels of need, we work in partnership with other specialist professionals and agencies to assess this need, for example, Specialist Teachers for Inclusion Practice.

Arrangements for consulting and involving children and parents

We endeavour to build relationships with our parents to help us have a better understanding of their child's strengths and needs. We will have an early discussion with parents when identifying children with special education needs. These often start early in the child's education and before children are placed on the special needs register, for example talking with parents about current attainment and progress and additional support which school and parents can provide. These conversations will make sure that:

- Everyone develops a good understanding of the child's strengths and difficulties
- We take into account the parent views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that their child will receive SEN support and be included on the school SEN register.

Parents and children will be involved in the following ways:

- SEN learning plan created for the child with targets, provision and reviews through our online 'Edukey' app. These are updated termly by teachers and monitored by the SENCO. Parents are invited to be part of this plan and review process through termly meetings with the teacher or by commenting on the online app or through the usual twice yearly parent consultations
- Parents of children with an EHCP (Education Health Care Plan) will have an additional annual meeting to discuss progress and to agree ongoing targets and support for the year ahead. If the child is under 5 years of age, the review will be held after 6 months. Where appropriate the child is involved in their annual review meeting.
- We have an open door policy where parents can arrange a meeting with the class teacher or SENCO during the year
- Where appropriate home / school communication books are used for identified SEND children, for example, children with significant speech and language difficulties in order to aid communication
- Children's voice is gained each term and included on their SEN learning plan. They also complete pupil passports, with support, to enable the adults working with them to understand their likes, aspirations and how they like to be supported. This supports us to have a clear overview of the whole child and support them in reaching their aspirations
- Through discussions, verbal feedback and marking children know their achievements and next steps. Teachers support children to reflect on their progress and learning to enable them to feel fully involved in their own learning
- Learning aims are shared with children as appropriate to their age

Arrangements for assessing and reviewing children's progress towards outcomes

We follow an assess, plan, do and review cycle each term when we review a child's SEN learning plan.

We carefully assess and track children's progress to ensure they are making expected or above expected progress in line with the National Curriculum. Through regular teacher assessments and understanding of the child, the SENCO's knowledge and analysis of their needs and parent involvement we look at the actions needed to support the child and set appropriate outcomes (targets). Assessments completed by the SENCO or professionals, such as a speech therapist, are used to inform setting these outcomes. In liaison with the SENCO, the class teacher will put in place strategies to support the child's progress as detailed in their SEN learning plan. The SENCO will provide support, guidance and advice for staff. Interventions and other additional support may be put in place to further enable the child to reach their outcomes. All those involved with the child will review the plan including the effectiveness and impact of the support and interventions termly. This will inform next steps and where appropriate, the removal of SEND Support for the child. Some children with a higher level of SEN need may have a Surrey 'SEN Support Arrangement' form completed in consultation with parents. These enable us to share more detailed information between home and school and how to support the child and their family. Children with the highest level of need on an EHCP will have additional annual meetings to review the yearly progress and set new outcomes. Children on the school SEN register will complete a pupil passport supporting us in reviewing their views on their progress. Children know their next steps and targets through teacher conversations and feedback.

Arrangements for supporting children in moving between phases of education.

- New reception children will have visits to their new classroom before starting school. They are also offered a home visit. Some children will require additional visits during a quieter time to familiarise themselves to the setting and new adults. We provide photo booklets (in addition to the year group booklet) for a small number of children who will be supported by this reinforcement over the summer before starting
- Year 1 - 5 children visit their new teacher and classroom for a transition day. Some children with additional needs will have extra time with their new teacher and time to visit their new environment giving them the time to familiarise themselves and ask questions or talk about any worries. All children receive photo booklets to support with transition
- Year 6 pupils visit their next school during their induction day. They complete transition work with their teacher to support them with the move, some may have a small group transition programme with a member of the pastoral support team. We work with feeder schools where a child may benefit from additional visits during quieter times. Year 6 teachers and the SENCO speak with staff from feeder schools during the summer term to handover information as part of our transition programme – this will include SEN learning plans and reports

- During Celebration Evening children and parents are invited to look around their next class together to support familiarising themselves with their new class and teacher with the support of their parent
- Individual children may change to a specialist school setting. We work with parents and the new setting to support these children have a smooth transition. This may include a visit with their LSA. We ensure all relevant records are passed on
- Children who join our school after reception will be invited to meet and spend time with their teacher and class prior to starting. If they have additional needs they may be offered an additional visit after school along with a transition booklet which they can share with parents and their current setting to support their transition

Our approach to teaching children with SEN

At St Joseph's we use a Graduated Response to meet the needs of our children.

- Wave 1 Provision, through quality first teaching, our staff make reasonable adjustments to include all children. The majority of needs will be met through this provision. This provision includes high quality teaching and learning.
- Wave 2 Targeted Provision - Some children may be identified as needing additional, time- limited provisions such as small group interventions to accelerate progress. They may be placed on the school SEN register with a SEN learning plan put in place detailing difficulties, intended outcomes (targets) and actions. Where a child makes less than expected progress, despite intervention, we consider involving specialists such as Surrey Specialist Teachers for additional support and Wave 3 Provision.
- Wave 3 Personalised Provision is specific, targeted interventions for children with SEND who are identified as requiring additional support enabling each child to achieve their potential. Where, despite action being taken over 3 cycles, a child has not made expected progress we will consider requesting an EHCP from the local authority. These will be for children who require highly individualised curriculum or strategies.

Teachers are responsible and accountable for the progress and development of all the children in their class. Each term teachers and the SENCO monitor the impact and effectiveness of teaching and interventions through tracking of children's attainment and progress. See our school Provision Map on the website for more information on the support we use.

Adaptations to the curriculum and learning environment

When appropriate, the curriculum planning is differentiated or individualised to meet personal needs and current attainment. Teachers regularly monitor and assess children's learning and progress and use this information to plan high quality lessons to ensure all children make progress. We aim to identify and reduce any barriers to learning which children may have, for example, multi-sensory teaching, processing time, visuals, scaffolding support. Ongoing teacher assessment is embedded in our practice to support us recognising where adjustments may be needed to teaching approaches and resources in order to include and support all learners to access the curriculum. Teachers share clear learning objectives with the children, explaining how they will achieve them and providing a model. Teachers use effective questioning and engage children in learning to ensure high levels of involvement and learning. Children identified by a teacher and the SENCO as needing additional support will receive targeted support, for example, additional resources available during the lesson, additional adult support within the class from the teacher or LSA, small intervention group, 1:1 intervention programme. Children may require additional aids such as laptops or colour overlays. Examples of the adaptations can be found in more detail in the school Provision Map document.

We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. All spaces both inside and out are accessible. Classrooms and facilities located upstairs can be accessed by a lift. There are disabled toilets available within the school.

Additional support for learning

See our school Provision Map document for more detailed information on the additional support we provide for learners. Our LSA team deliver support through in class support with learning and out of class support through intervention work. Interventions: LSAs support children in small groups where there is a group of children with the same level of need. These children are likely to be within Wave 1 or 2 Provision. These interventions might include reading comprehension to practice interpreting text or maths booster sessions to reinforce maths concepts or calculations. LSAs support children on 1:1 or 1:2 bases where a personalised intervention programme is required. This would include individual reading programmes or personalised speech and language support.

In class support: LSAs support a number of children within a class using strategies and approaches outlined in the Education Endowment Foundation. 1:1 support is provided when a child needs a highly differentiated and individualised curriculum. This might include children awaiting a specialist provision.

The expertise and training of staff to support children with SEN

The SENCO is an assistant headteacher and experienced teacher. There is a team of approximately 35 LSAs delivering support and interventions. Some LSAs are trained higher level teaching assistants.

We aim to ensure that all staff working with SEN learners have an understanding of their difficulties and a knowledge of adjustments and strategies in order to support them access the curriculum. Training is arranged by the SENCO or headteacher and delivered through LSA training sessions, teacher staff meetings and INSET. These are led by the SENCO or staff who have recently attended training or outside agencies such as the speech therapist. Staff may attend additional training from Surrey, NHS or privately providers which are linked to the needs of the child they support, for example memory difficulties or ASD. Induction training is provided for new LSAs to ensure they have understanding of SEN difficulties and teaching styles and strategies. Induction supports LSAs learning how to deliver interventions. Examples of the trained staff within the school:

- Attachment – supporting with children understanding and managing emotions
- Speech and language – supporting with children’s development of language skills, Colourful Semantics
- Autism – supporting with social, emotional and communication difficulties
- Phonics – supporting early reading and writing development
- Literacy intervention programmes for reading such as BRP and Literacy for All
- Numeracy interventions programmes such as 1stclass@number
- ADHD – supporting children with concentration and focus
- All staff also receive safeguarding training during induction and regular updates

We use specifically trained staff for:

- Pastoral support such as ELSA (Emotional Literacy Support Assistant), Talking and Drawing intervention, Rainbows Bereavement Programme
- Speech and language, speech pronunciation and use of language
- Positive Touch

Securing equipment and facilities

There may be resources and equipment needed for children, for example laptops, sensory equipment, concentration aids, quiet areas, OT resources, intervention materials. The SENCO organises acquiring these resources using the SEN school budget. Occasionally equipment is available from the local authority or NHS.

Evaluating the effectiveness of the provision made for children with SEN.

We receive an allocated budget for all children in school including those with Special Educational Needs and Disabilities. This funding is used to provide additional staffing, training and resources. We review the ongoing needs of our children and endeavour to provide support to enable them to progress. The Local Authority provides some additional funding if a child has an EHCP.

The SENCO, senior leadership and SEND Governor monitor resources and intervention provisions available. The SENCO monitors the delivery of SEN provisions including one to one support and interventions. LSA meetings are an opportunity to discuss good practice and deliver further training or updates. Our intervention tracker is updated termly and used to evaluate the impact each intervention on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective. SEN learning plans are reviewed termly, monitoring individual progress and effectiveness of support. Our school data tracking system shows the overall attainment and progress of each child. These are reviewed regularly. Each year we review the needs of the school to see if there are new trends which require a change in the overall provision.

Enabling children with SEN to engage in activities available to those in the school who do not have SEN

- We have an inclusive approach, which supports all learners engaging in activities together, and all children are fully integrated into all school life.
- Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so learners can join in with activities and clubs regardless of their needs
- Trips (including residential) are carefully selected to ensure all children are able to take part including those with SEN, disability and medical needs. Risk assessments are carried out so adjustments can be made as needed. In some situations, a parent meeting will be arranged to plan adjustments together.
- Outside areas are accessible and children are supported to use the environment safely while still allowing them the opportunity for risk and challenge.
- Children with medical needs have a care plan which we ask parents to update annually. When they start school we may request a meeting with parents to help us gain more insight into how we can support the child. Children with disabilities may have a care plan depending on their need. The school medical needs policy provides more detail.
- Our Wrap Around Care run an extended provision at the beginning and end of the school day for children from Reception to Year 6. They also provide holiday activities. Leaflets with more information can be obtained from the school office.

Support for improving emotional and social development

- Our Pastoral team has a Lead and assistant who are both trained ELSAs (Emotional Literacy Support Assistants). They may work with children identified by the class teacher, SENCO or parent as having an additional social and / or emotional needs, such as difficulties playing socially with other children, difficulties managing emotions or a recent bereavement. They will assess individual needs and decide support to best meet these needs. This might be developing social skills through group activities or individual sessions to help children with emotional difficulties. Where it may be beneficial, a meeting with the child's parent will be arranged to discuss best ways to support the child and family together.
- We may liaise with agencies to support children and their families such as Mindworks and Children's Services.
- Through our Personal, Social, Health and Economic education (PSHE) program, we develop relationships, confidence and self-awareness, preparing our children for life now and in the future.
- We have a School Parliament and Wellbeing Ambassadors with children from across the school. We encourage a range of children to attend to support with their self-esteem and confidence.
- Children are able to talk to their class teacher about their worries through PSHE sessions or one to one during quiet moments in the school day. Classes have Well-Being areas with Zones of Regulations. We have a junior post-box where children can request pastoral team support.
- We have a zero tolerance approach to bullying in our school. More information can be obtained from our behaviour policy.

How the school involves other agencies, including health and social care, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families

We hold termly meetings with our link Surrey Specialist Teacher for Inclusive Practice and Speech therapist. Throughout the year we have regular contact with these agencies through visits, meetings. Other agencies listed below are contacted for advice and referrals. Where we would like agencies involved to support with a child we will seek parent permission, except in exceptional circumstances with Children's Services. Parents are able to meet with professionals involved with their child.

We usually work with these services:

- Surrey Specialist Teachers for Inclusive Practice (STIPS) for training, academic and social, emotional difficulties
- Freemantles Autism Outreach for Schools
- Surrey Inclusion Officer (IO) for attendance
- NHS Occupational Therapy (OT) for self-care and independence
- Speech and Language Therapy (SaLT) –for speech articulation and understanding and use of language
- NHS Child and Adolescent Mental Health Service (CAMHS) for emotional and mental health difficulties
- Surrey Mindworks for neurodiversity assessment or consultation
- Surrey Educational Psychologist (EP) for training, academic and mental health needs
- Physical and Sensory Support Service for physical, vision and hearing needs
- NHS School nurse for self-care, sleep, eating and toileting needs
- Surrey Virtual School (SVS) for children who are Looked After (foster care)
- Surrey Children's Services for Assessment of child protection, family support worker, social worker
- NHS Paediatrician for medical assessments
- Surrey REMA (Race, equality and minority achievement team) for assessments and training

Arrangements for complaints from parents of children with SEN about the provision made at the school

In the first instance if a parent has a concern they are encouraged to speak with the class teacher and SENCO. If the matter needs to be discussed further an appointment can be made with the headteacher. If parents are still not satisfied complaints can be raised following the complaints procedures detailed on the school website.

Contact details of support services for parents of pupils with SEN

Surrey County Council has a Local Offer website containing information about services relating to special educational needs and disabilities, <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>. This service provides comprehensive information including guidance and toolkits. Surrey L-Spa is The Learners' Single Point of Access (L-SPA) which offers help and support if parents have a concern about the development and/or learning needs of their child. This can also be accessed through the Surrey Local Offer link above.

Every local authority has arrangements for an information advice and support service who provide impartial, confidential and free support to empower parents. Therefore where a resolution between the parent and school cannot be reached parents can seek external advice through Send Advice Surrey, [SEND Advice Surrey](#).

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