



St. Joseph's Catholic Primary School

SEND Information Report - February 2023

Head Teacher: Mrs Christie Williams

Address: Green Lane, Rawmarsh, Rotherham, S62 6JY

Telephone: 01709 710270

Email: school@rsjp.org.uk

Website: www.rsjp.org.uk

Age Group: 4-11

Number on roll: 193 **Number on SEND register:** 38 **Number of EHCPs:** 6

Designated Safeguarding Lead: Mrs Christie Williams

SENDCo: Mrs Anna Smith

Lead Governor for SEND: Samantha Lord

Link to current SEND policy: <https://www.rsjp.org.uk/prospectus-and-policies>

Additional Information:

At St. Joseph's Catholic Primary School, we believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. We therefore strive to ensure that all children, regardless of needs, are provided with an inclusive education in order to reach their full potential.

We recognise that some children will require more support during their time at our school, whether that be support with their learning, or support with their social and emotional well-being or sensory and physical needs. We understand that all children are different and the support provided for each child will not look the same. Our aim is to understand all children as individuals and tailor support in order to meet their individual needs.

Identification, assessment and provision for children with SEND:

With the support of the Senior Leadership Team, teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances. At this point, the teacher will deploy a range of 'quality first teaching' strategies to support pupils as the start of a graduated response. If close monitoring suggests that the pupil is still not making expected progress, despite interventions and additional support, and it is clear that the pupil requires provision that additional to or different from daily practice, the class teacher will seek further guidance from the SENDCo by completing a Record of Concern which includes views from the pupil and their parents/carers. If it is decided that the pupil requires additional provision, then an Individual Education Plan (IEP) will be created which will outline the provision that will be put in place in order for the pupil to achieve highly personalised targets.

This Individual Education Plan (IEP) will be discussed with parents/carers and their permission will be sought in order to add the pupil to the school's SEND register. The IEP will be written by the SENDCo in consultation with the class teacher, support staff, parents/carers and the pupil where appropriate. Advice from the Specialist Teacher from the Specialist Inclusion Team, or other external professionals involved with a pupil, may also be sought.

If a pupil has an Individual Education Plan in place, school will use the ASSESS, PLAN, DO, REVIEW model, as outlined in the SEND Code of Practice 2015. As part of this model, termly meetings are held to review the pupil's progress against their targets. At these meetings, feedback from the

class teacher, TA, outside professionals and parents will be used alongside any relevant assessment data and other evidence (e.g. samples of the pupil's work) to help review the current targets and help set new targets and interventions. The pupil's views will also be sought prior to the review meeting and these will be shared as part of the discussion during the meeting. Their level of support will also be reviewed, so it may then be decided to involve outside agencies and seek professional and specialist support, or if progress has been good, remove them from the SEND register altogether. If it is felt a higher level of support is required, a pupil may have a Learning Support Programme (LSP) provided by the Specialist Inclusion Team (SIT). Pupils with complex needs/ high level and intense support will have an Individual Education Plan but these pupils are likely to require an Education Health and Care Plan (EHCP) at a later date due to the level of support they require (usually over 13 hours a week). This would be discussed with parents/carers and their permission would be sought. We would then request for a statutory assessment to be made from the Local Authority which can result in an Education, Health and Care Plan (EHCP) being issued. For pupils who have an EHCP, as well as the review of their support plans, their progress and support outlined in their EHCP will be reviewed annually through an annual review meeting and a report provided to the Local Authority.

See **Appendix 1** for summary of the services and support available at our school to support the four SEND areas of need.

Staff training for meeting the needs of children with SEND:

Staff are kept up to date with developments related to SEND through:

- Staff meetings
- Emails
- Informal and formal discussions with other staff, the SENDCo, the specialist teacher from the Specialist Inclusion Team or professionals from other external agencies
- Training provided during staff meetings and INSET days
- IEP review meetings
- Training delivered in house, by the SENDCo or Specialist Inclusion Teacher, or external CPD events

Staff training will support the development of the skills of all teachers and support staff in meeting the needs of pupils with special educational needs and disabilities.

The SENDCo is currently in the process of acquiring the National SENDCo Award.

Communication with parents/carers:

We aim to work as closely as possible with parents/carers of pupils with special educational needs and disabilities. Parents are involved in any decisions about their child's provision via discussions and meetings. Permission is always sought from parents/carers to add a pupil to the SEND register or to involve any external agencies via referral forms. Parents/carers of pupils with SEND are invited to attend termly review meetings as part of the *ASSESS, PLAN, DO, REVIEW* process. Where pupils have been assessed by external agencies, parents are kept informed of any outcomes of this, either by school or by the outside professional themselves, and are encouraged to discuss this further if necessary with their child's class teacher or the SENDCo. Parents/carers are also kept informed on a more informal basis through discussions with their child's class teacher or the SENDCO when necessary. Parents/carers are encouraged to come in to school to see their child's class teacher, the SENDCo or the Head Teacher if they have any concerns that they would like to discuss. If, at any point, a parent wishes to make a complaint concerning the provision made in school for their child with SEND, they should contact the SENDCo, Head Teacher or the lead Governor for SEND. The Complaints Procedure Policy can be found by following this link <https://www.rsjp.org.uk/prospectus-and-policies>

Communication with pupils:

At our school, we feel it is important that pupils are given opportunities to share their views and feelings. One Page Profiles are completed by all of our pupils who are on the SEND register on a termly basis to capture pupil voice. For this we use visual prompts and child friendly language which allows us to see how the children feel they are progressing in their learning and what they enjoy at school. Children are supported to complete these by a familiar adult. These are shared and discussed with parents and all professionals involved with the child at termly SEND review meetings.

Communication with external services:

In order to ensure that children's needs are being met fully, the school works closely with a number of external agencies involved with the assessment of and provision for pupils with Special Educational Needs and Disabilities. Our designated Specialist Teacher from the Specialist Inclusion Team monitors pupils with Learning Support Plans and also attends termly SEND review meetings for any pupils that they have had involvement with. All external professionals who have had involvement with a child on an EHCP are also invited to their Annual Review meetings. We also work closely with the Early Help Team and Safeguarding services to support children and families. The SENDCo attends termly SEND Network meetings organised by the Local Authority.

Transition provision:

We endeavour to facilitate a smooth transition between schools for pupils with SEND. This is most commonly the transition from Year 6 to secondary school (Key Stage 2 to Key Stage 3). However, it may also include transition between schools if a pupil moves schools due to changes in circumstances. Transition to secondary school: A member of staff from the secondary school that the pupil will be attending is invited to attend their final SEND review meeting in Year 6 or before if it is felt necessary. This means that the pupil's new school are made aware of their needs and this also provides a good opportunity for the parents/carers to ask any questions that they may have about the SEND provision at the secondary school. SEND records and data are passed on to the secondary schools at the end of Year 6. Information is also recorded on CPOMs and can be transferred directly to their chosen secondary school through their system.

When the pupil with an EHCP is transferring to secondary education, planning will begin in Year 5 to allow appropriate options to be considered.

How we evaluate the effectiveness of our SEND provision:

We constantly strive to ensure that our SEND provision is the best that it can be. This is done by working closely with families and outside agencies and taking account of changes and developments through attending termly SEND Network meetings. Attainment and progress of pupils with SEND is tracked and analysed at least termly, using both internal assessment data and statutory assessments, and steps are taken quickly where any concerns are identified through this data. Regular learning walks and book checks are completed by the Head Teacher, the SENDCo and the Specialist Inclusion Teacher to ensure that the provision and resources are of high quality and match the requirements of pupil's Individual Education Plan, learning support plans or Education, Health and Care Plans. The school's lead Governor for SEND also meets regularly with the SENDCo to review the SEND provision within school.

Additional information for parents/carers:

Information about the Rotherham SEND Local Offer can be found here:

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

Support and advice for parents and carers of children with SEND can also be sought through

Rotherham Parent Carers Forum <https://www.rpcf.co.uk/> or

Rotherham SENDIASS <http://www.rotherhamsendiass.org.uk/>

The next scheduled review date for this information report is **February 2024**.

Appendix 1

Summary of Services and Support at St. Joseph's Primary School

Area of Need	Specific Need	Universal	Pupils with a support plan	Pupils with an EHCP
Communication and Interaction Needs	Autistic Spectrum Condition	<p>Quality First Teaching.</p> <p>Differentiation and targeted adult support within class.</p> <p>High quality marking and feedback.</p> <p>Attainment and progress closely monitored by Class Teachers and SLT.</p>	<p>Advice and input from Specialist Inclusion Team and Educational Psychology Service where appropriate.</p> <p>Support Plan with personalised targets, if support is needed above every day classroom practice, with termly review meetings.</p> <p>Additional adult support in class and support delivered through intervention work, in small groups or 1:1.</p> <p>Use of visual timetables and additional visual aids to support.</p> <p>Enhanced transition work.</p> <p>One Page Profiles – for sharing key information with all relevant staff.</p> <p>Good awareness of ASD amongst both teaching and support staff.</p> <p>Social communication interventions for small groups, linked to support plan targets, using a range of quality schemes and resources, including Lego Therapy and Socially Speaking.</p>	<p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short term targets set out in the EHCP.</p> <p>On-going Advice and input from outside agencies, including Specialist Inclusion Team and Education Psychology Service, where appropriate.</p> <p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>
	Speech, Language and Communication Needs	<p>Quality First Teaching.</p> <p>Use of visual timetables and visual prompts.</p>	<p>Support Plan with personalised targets if support is needed above every day classroom practice, with termly review meetings.</p>	<p>Continued support and advice from Speech and Language Therapist, where appropriate.</p> <p>Delivery of Speech and language Therapy programmes set by the speech therapist for children with significant difficulties.</p>

		<p>Lots of opportunities provided for speaking and listening activities.</p> <p>Differentiation and targeted adult support within class.</p> <p>High quality marking and feedback.</p> <p>Attainment and progress closely monitored by class teachers and SLT.</p>	<p>School deliver individual speech and language programmes (including those provided by speech and language professionals).</p> <p>Support from a knowledgeable, experienced teaching assistant with up to date training in speech and language Support.</p> <p>Language Interventions delivered in school by the pastoral lead and teaching assistants, including the Socially Speaking, Lego Therapy and Time to Talk programmes.</p> <p>Advice and input from Speech and Language Therapist, Educational Psychology Service and Specialist Inclusion Team where appropriate.</p>	<p>Staff trained by speech and language therapist when required.</p> <p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short term targets set out in the EHCP.</p> <p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>
Cognition and Learning Needs	Moderate Learning Needs/ Specific Learning Needs (i.e. Dyslexia)	<p>Quality First Teaching.</p> <p>Use of relevant learning supports, e.g. Diennes, Numicon, Hundred Squares, Number lines, Sound/Word Mats, Dictionaries, high quality classroom displays.</p> <p>Use of visual timetables and visual supports.</p> <p>Differentiation and targeted adult support within class.</p> <p>High quality marking and feedback.</p> <p>Attainment and progress closely monitored by Class Teachers and SLT.</p>	<p>Support plan with personalised targets if support is needed above every day classroom practice, with termly review meetings.</p> <p>Opportunities for overlearning key skills in literacy and numeracy.</p> <p>Advice and input from Education Psychology Service and Specialist Inclusion Team where appropriate.</p> <p>Additional in class support, or 1:1/small group interventions, specific to children's individual needs. Learning support plan, planned and monitored by Specialist Inclusion Teacher.</p>	<p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short term targets set out in the EHCP.</p> <p>On-going Advice and input from outside agencies, including Education Psychology Service and Specialist Inclusion Team, where appropriate.</p> <p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>

<p>Social, Emotional and Mental Health Needs</p>	<p>Social Needs/ Emotional Needs/ Mental Health Needs</p>	<p>Warm caring environment provided.</p> <p>Good staff/pupil relationships.</p> <p>Effective communication with parents/carers.</p> <p>Effective School behaviour policy followed by all members of staff.</p> <p>Delivery of high quality RSHE curriculum in all year groups, on a weekly basis, monitored by the subject leader.</p>	<p>Additional Support from the pastoral team which may include informal drop-ins, 1:1 or small group interventions and time to talk to a trusted adult.</p> <p>Pastoral support form set up with individual targets and record of support/interventions.</p> <p>Support and advice from Education Psychology Service, With Me In Mind Service and Child and Adolescent Mental Health Service - if needed.</p> <p>Individualised behaviour plans if needed.</p> <p>Referrals made to Early Help if required, and regular Team Around the Family Meetings held.</p> <p>Multi- agency working with allocated social workers.</p>	<p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short term targets set out in the EHCP.</p> <p>On-going Advice and input from Education Psychology Service where appropriate.</p> <p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>
<p>Sensory and Physical Needs</p>	<p>Hearing Impairment Needs</p>	<p>Quality First Teaching - see above.</p>	<p>Advice and recommendations from Hearing Impairment (HI) Services when needed.</p> <p>Support plan with personalised targets if support is needed above every day classroom practice, with termly review meetings.</p> <p>Adjustments made for individual children and additional support/strategies put in place if needed.</p> <p>Staff awareness of best positioning of children.</p> <p>Visual supports and prompts.</p> <p>Resources adapted according to need.</p> <p>Additional in class support, 1:1 or small group interventions, specific to pupil's individual needs</p>	<p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short term targets set out in the EHCP.</p> <p>On-going Advice and input from HI team where appropriate.</p> <p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>

	Visual Impairment Needs	Quality First Teaching - see above.	<p>Advice and recommendations from Visual Impairment (VI) Team when needed.</p> <p>Support plan with personalised targets if support is needed above every day classroom practice, with termly review meetings.</p> <p>Staff awareness of best positioning of children.</p> <p>Enlarged texts provided according to need.</p> <p>Regular building walks to check environment for a child with visual difficulties.</p> <p>Additional in class support, 1:1 or small group interventions, specific to children's individual needs.</p>	<p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short term targets set out in the EHCP.</p> <p>On-going Advice and input from VI team where appropriate.</p> <p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>
	Multi-Sensory Impairment Needs	Quality First Teaching - see above.	See above. Involvement of school nurse if needed.	See above. Involvement of school nurse and other medical professionals (e.g. Occupational Therapist) if needed.
	Physical Needs/ Medical Needs	<p>Support and advice from physiotherapy and occupational therapy services if needed.</p> <p>Access to specialist equipment, as needed, e.g. wobble cushions, writing ramps, pencil grips and other specialist equipment.</p> <p>Disabled toilet facilities.</p> <p>Wheelchair access throughout all areas of the school.</p> <p>Staff training to meet specific needs as and when required, including Moving and Handling</p>	<p>Follow advice given from Occupational Therapy and Physiotherapy Service regarding individual needs of children experiencing difficulties.</p> <p>Support plan with personalised targets if support is needed above every day classroom practice, with termly review meetings.</p> <p>Additional in class support, 1:1 or small group interventions, specific to children's individual needs. These may include daily fine or gross motor skill activities, e.g. dough disco, 1st Move or more individualised/specialist programmes.</p>	<p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short term targets set out in the EHCP.</p> <p>On-going advice and input from outside professionals where appropriate.</p> <p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>

		training, EpiPen training, diabetes training. Medical information shared accordingly to all staff including office staff and lunchtime supervisors.		
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