



# St Joseph's Catholic Primary School

## SEND Information Report

### Mission Statement

*Our Mission is to live in the way Jesus wanted. He told us to "Love One Another as I have loved you"*

### **We aim to fulfil our Mission by:**

*Living as a good news community, valuing all members equally.*

*With Jesus as a role model, developing in everyone a sense of self respect, belonging and respect for others.*

*Striving to enable all children to reach their full potential through a broad, balanced and inclusive curriculum.*

*Working together to achieve excellence in everything we do.*

*Developing strong home/school and parish links.*

*Ensuring the success of everyone involved in the school community, nurturing their individual talents and supporting their individual needs.*

*Having high expectations of everyone.*

*Nurturing the faith journey of everyone through meaningful prayer and liturgy.*

*Ensuring a calm and positive atmosphere in all areas of the school.*

**Head Teacher:** Mrs Christie Williams

**Assistant headteacher and SENDCO:** Miss Clare Baldi

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

**Telephone:** 01709 710270

**Email:** school@rsjp.org.uk

**Website:** [www.rsjp.org.uk](http://www.rsjp.org.uk)

**Age Group:** 4-11

**Number on roll:** 183 **Number on SEND register:** 36 **Number of EHCPs:** 8 (& 6 pending)

**Designated Safeguarding Lead:** Mrs Christie Williams

**SENDCo:** Miss Clare Baldi

**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 and School Inclusion Team Teacher by completing a Record of Concern which includes views from the pupil and their parents/carers. Strategies will be discussed with the class teacher who will implement these as a graduated response. 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. Alternatively, it might be decided that a pupil might require a Grid for Learning (GfL) which identifies ongoing barriers to learning and strategies to support them in class - this document still requires reviewing termly.

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 class teacher in consultation with the SENDCo, 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.

## **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
- Local authority review visits

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.

### **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/>