

St. Joseph's School Information

SEND

The Local Offer



The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families.

- With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools.
- There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

BELOW ARE ST. JOSEPH'S ANSWERS TO THESE QUESTIONS

At St. Joseph's School we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.

How does St. Joseph's know if children need extra help?

We know if pupils need extra help if:

- Concerns are raised by parents/ carers
- Concerns are raised by teachers or previous school
- Concerns are raised by outside agencies
- There is lack of progress over 2 terms
- There is a change to the pupil's behaviour
- A pupil asks for help

What should I do if I think my child may have special educational needs?

- If you have concerns then contact your child's teacher, Mrs Bartram (SENCo) or Mr Gill (Head)

How will I know how St. Joseph's supports my child?

- Each pupil's SEND support plan will be drawn up by the class teacher and SENCO. It will be differentiated accordingly to suit the pupil's individual needs, setting individual targets. A copy of the targets will be given to parents. This may include additional general support by the teacher or teaching assistant in class or use of particular resources.
- If a pupil has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. You will be notified of this. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on a provision map (for each year group). This is a record of the interventions, timings and cost of the intervention. The impact of the intervention is recorded separately on an interventions sheet. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- Pupil Progress Meetings are held four times a year. This is a meeting where the class teacher meets with the Head to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as MAST, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

How will the curriculum be matched to my child's needs?

- Teachers plan from children's levels differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, wobble cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents Evenings.
- Class teachers are regularly at the class room door (FS and KS1) or on the playground (KS2) at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.
- SEND support plans are sent home each term. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their input to be included on the SEND support plan.

How will you help me to support my child's learning?

- Teachers suggest ways of supporting all children's learning on the website. The class teacher may suggest additional ways of supporting your child's learning through a note in the reading book, at parents' evenings or by arranging a meeting with you.
- The Head and SENCO may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed or discussed at the In School Review.
- Our PSA may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- Parent/carers workshops and coffee mornings are arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged. These are arranged by the PSA.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. These include:

- Members of staff such as the class teacher, teaching assistants, SENCo, are readily available for pupils who wish to discuss issues and concerns.
- Our specialist trained teaching assistants run wellbeing groups targeting social skills, self-esteem, emotional wellbeing and anger management.
- Pupils who find lunchtimes a struggle a quiet eating area is provided.
- The school also refer children to the MAST team who can provide a counselling service delivered in school.

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled by the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Where necessary and in agreement with parents/carers medicines are administered in school where a signed green form is in place.
-

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Communication Interaction Team
- Child Protection Advisors (Advice and Assessment)
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- EWO (Educational Welfare officers)
- PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
- Speech & Language/Occupational Therapy
- Child Development Centre (Paediatricians)
- School Nurse

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be additional SEND needs and well to the interventions previously put in place for them. This involvement is generally planned at the Planning Meetings held with the school. These are meetings held three times a year between school staff and where appropriate, other

professionals. The aim of this planning meeting is to gain an understanding of and try to resolve a pupil's difficulties

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

What training are the staff supporting children and young people with SEND had or are having?

All staff have received some training related to SEND.

These have included sessions on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support children with sensory issues
- The school also has some teaching assistants who have received training enabling them to deliver more specialised support.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- toilets adapted for disabled users.
- Double doors in some parts of the building.

How will the school prepare and support my child when joining St Joseph's School or transferring to a new school?

St. Joseph's School understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

On Entry

- Parents and carers are invited to meeting at school so that they know what to expect
- Visits to the school during the summer term 'Stay and Play' sessions
- Children are given a buddy from year 6 to help them get to know the school grounds
- Staggered entry but all children expected to be full time by end of September
- Foundation stage teacher visits children in their early years setting and speaks to play leaders

Secondary Transition

- Transition workshops given by class teacher
- Children attend a transition day particular to the school they are going to.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g. Science days at the secondary school etc)
- Children who need more than one visit will be given enhanced transitions where the SENCoS from both schools liaise to provide structured support.

Mid- Year Transition

Currently we give all children a tour of the school with their parent/carer.

- Introduce children to their new teacher and show them where they will put their coats etc.
- Complete an induction form with basic details including how parents feel they were progressing at their last school.
- Agree the start date. In certain circumstances such as the child not having attended school before special starting arrangements may be agreed.
- Contact the previous school for the child's records. Where there are concerns the SENCo will be contacted by phone.

How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. MAST)
- Funding may be used to buy in specialist support (e.g. Dyslexic assessment)
- Individual Pupil Premium payments are used to support that pupil's learning.

How is the decision made about how much support my child will receive?

- The SENCO with the Senior Management Team will agree the level of support needed. This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with Mr Gill, Mrs Bartram or other professionals
- Parents are encouraged to comment on their child's SEND support plan with possible suggestions that could be incorporated.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- Mrs Bartram (SENCo)
- Mr Gill (Head Teacher)

Appointments can be made with the school office by phoning 01752 563185