

# St. Joseph's Catholic Primary School

## SEND Information Report for Children with Special Educational Needs and/or Disabilities (What support is available at this school for your child)

### The School Local Offer

Inclusion statement:

St Joseph's Catholic Primary is committed to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

St Joseph's Catholic Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

#### Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Class teacher

The class teacher is responsible for:

Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support.

Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

Applying the school's SEND policy.

Special Educational  
Needs Coordinator

(SENCO)

Mrs Burns

Email: [b.burns@st-josephs.bromley.sch.uk](mailto:b.burns@st-josephs.bromley.sch.uk)

If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the SENCO.

Mrs Burns is responsible for

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring that parents are:
  - Involved in supporting their child's learning and access
  - Kept informed about the range and level of support

<p>Head teacher: Miss Strachan</p> <p>SEND Governor: Mrs Nelms</p> <p>Contact via school office</p>	<p>offered to their child</p> <ul style="list-style-type: none"> <li>• Included in reviewing how their child is doing</li> <li>• Consulted about planning successful movement (transition) to a new class or school</li> </ul> <ul style="list-style-type: none"> <li>• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties</li> <li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> </ul> <p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• The day-to-day management of all aspects of the school, including the provision made for pupils with SEND</li> </ul> <p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEND across the school.</li> </ul>
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<p><b>Assessment, Planning and Review</b></p> <p>How can I find out about how well my child is doing?</p> <p>Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities. They will discuss their concerns with parents and the SENCO.</p> <p>After discussions with key staff and parents, additional support will be put into place if needed to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil about their support will be given consideration at this stage.</p> <p>This additional support is documented in an individual pupil target sheet or Pupil Support Agreement or behaviour support plan. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into</p>
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account each pupil's strengths as well as their difficulties.

In some cases, teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held yearly. Parents, relevant external agencies and, when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. Informal review meetings are held each term where the pupil's progress towards their targets is discussed and new targets set.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Further details about this process will be explained in the LA Local Offer:

<https://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>

### **Tests and Examinations: Access Arrangements**

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

### **Curriculum and Teaching Methods (including groupings and interventions)**

How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

<b>Intervention</b>
<b>Access to learning and the curriculum</b>
<p>Access to learning support staff</p> <ul style="list-style-type: none"> <li>• In all year groups</li> <li>• Regular intervention programmes in class</li> <li>• Targeted support to pupils who are struggling</li> <li>• Intensive programmes for key skills</li> <li>• Personalised timetable for children with significant SEND</li> </ul>
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapist advice disseminated to and followed by teaching staff</li> <li>• Speech therapy delivered by support staff to individuals or groups following speech therapist advice</li> <li>• Pre-learning of concept and topic words</li> </ul>
<p>Strategies to support/develop literacy including reading</p> <ul style="list-style-type: none"> <li>• Additional reading support where needed</li> <li>• Additional phonics activities – TA led</li> <li>• Small group intervention programmes</li> <li>• Specialist dyslexia teacher working with staff to support pupils</li> </ul>
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> <li>• Additional support for pupils where needed</li> <li>• Specialist maths teacher working with staff to support pupils' understanding</li> <li>• Structured use of resources to underpin understanding</li> <li>• Maths investigations</li> </ul>
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> <li>• Adapted resources such as scissors</li> <li>• Additional adult support</li> <li>• Resources such as laptop, i-pad, (as appropriate)</li> <li>• Seat support</li> </ul>
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> <li>• Reception class children have Year 6 guardian</li> <li>• Monitoring by peers, support staff or teaching staff</li> <li>• Year 5 and Year 6 planners for personal organisation</li> <li>• Alternative recording methods</li> <li>• Visual timetable for all classes and individuals on personalised timetable</li> <li>• Steps to success used in every lesson</li> <li>• Opportunities to work independently throughout the day</li> </ul>
<b>Pastoral Support</b>
<p>Strategies to support the development of pupils' social skills and enhance self-esteem</p> <ul style="list-style-type: none"> <li>• Small group programmes</li> <li>• Mentoring</li> <li>• Friday liturgy assembly which also celebrates achievements and success outside school</li> </ul>
<p>Mentoring activities</p> <ul style="list-style-type: none"> <li>• Social skills group</li> <li>• Support for pupils that are considered vulnerable</li> </ul>
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> <li>• Transition support, visits and events, both at EYFS and between year groups</li> <li>• Reduced or modified time-table</li> <li>• Photo-stories, especially for transition into school</li> <li>• Regular contact and liaison with parents</li> <li>• Small social skills group</li> </ul>

Strategies to support/modify behaviour

- 'Good to be Green' sanctions and reward system as set out in School Behaviour policy
- Mentoring
- Pupil's Support Programme if necessary

Support/supervision at unstructured times of the day including personal care

- All lunchtime staff have received training in supporting pupils
- Opportunities for small group adult supported activities

Planning, assessment, evaluation and next steps

- Class teachers meet parents each term, SENCO is always available to meet parents
- Pupil Progress Review meetings help half-termly
- Work differentiated to take account of individual needs
- Personalised timetable in small groups for pupils with significant needs
- Provision map

**Increasing accessibility – getting about**

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated and followed
- Use of any recommended equipment
- Activities recommended by OT and physio incorporated into the day
- Additional support with handwriting

Access to modified equipment and ITC

- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning
- Touch typing programme used
- Laptops and i-pad as appropriate to the age and need of the child

**Partnerships with External Agencies**

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- **Social and communication team**
- **Speech and language**
- **School Nurse**
- **Educational Psychologist**
- **Paediatrician service**
- **CAMHS**
- **Sensory support team**

Access to Medical Interventions

- Use of Education, Health Care plans where available or Care Plans
- Referral to Paediatrician
- Referral to CAMHS
- Referral to pastoral team
- Whole staff training from School Nurse on use of EpiPen
- Whole staff training on Epilepsy
- Sensory support team work with children in school

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- SENCO available most mornings for parents to talk to informally
- SENCO available at Parents Evening
- SENCO available to meet with parents to discuss concerns and arrange early intervention

<ul style="list-style-type: none"> <li>• In school assessment of initial concern and intervention to determine appropriateness of referral to outside agency</li> <li>• Where possible a member of staff attends therapy sessions</li> <li>• SENCO attends meetings with outside agencies</li> <li>• SENCO works in collaboration with NHS workers (with parental consent)</li> </ul>	
Agency	Description of Support
<p>Inclusion Support Service</p> <ul style="list-style-type: none"> <li>• Educational Psychology Service</li> </ul> <p>Our attached Educational Psychologist is: Dr Ishani Thompson</p> <ul style="list-style-type: none"> <li>• Social Communication Team</li> <li>• SEN Team</li> <li>• Sensory Support Service</li> </ul>	<p>There is an annual review of the school's needs with the Educational Psychologist each September. The school is allocated a set number of visits each year and the SENCO allocates those visits as needed.</p> <p>Paul Cabb of the Social &amp; Communication Team visits each term to observe and review the needs of pupils and to meet with parents and staff to give advice.</p> <p>Members of the specialist teams work with individual pupils as the need arises.</p>
Speech and Language Therapy	<p>If parents or staff have concerns about a child's speech and language needs the school will refer them to the service and work with the therapists on implementing activities to help address needs.</p> <p>The SENCO liaises with the School Nurse to develop a Care Plan for a child with specific medical needs. The School Nurse also comes in to deliver training to the whole staff on use of Epipen or other medication.</p>
School Nurse	
Occupational / physiotherapy	
Paediatric Services	
CAMHS (Child and Adolescent Mental Health Service)	
<p>Bromley Wellbeing (Bromley Y)</p> <p><a href="http://www.bromleywellbeingcyp.org/">http://www.bromleywellbeingcyp.org/</a></p>	
<p>Information, Advice and Support Service (IASS)</p> <p><b>Email:</b> <a href="mailto:iass@bromley.gov.uk">iass@bromley.gov.uk</a></p> <p><b>Telephone:</b> 020 8461 7630</p> <p><b>Address:</b> 6th Floor, Central Library, High Street, Bromley, BR1 1EX</p>	<p><b>Bromley Parent Partnership &amp; Choice Service Local Offer</b></p> <p>We offer impartial, confidential information advice and support for parents/carers of children with SEN. We offer independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school.</p>
<p>Looked After Children Team</p> <p><b>Email:</b> <a href="mailto:mash@bromley.gov.uk">mash@bromley.gov.uk</a></p> <p><b>Telephone:</b> 020 8313 4016</p> <p><b>Fax:</b> 020 8313 4810</p> <p><b>Address:</b> Civic Centre, Stockwell Close, Bromley, BR1 3U</p>	<p>This oversees and monitors provision for children who are in the care of the Local Authority</p>
<p>Voluntary agencies</p> <ul style="list-style-type: none"> <li>• Bromley Parent Voice</li> </ul> <p><b>Kay Moore Parent Participation Officer</b>  <b>T: 020 8466 0414</b>  <a href="mailto:parentvoice@phoenixsch.org.uk">parentvoice@phoenixsch.org.uk</a></p>	

## **Transition**

How will the school help my child move to a new class / year group or to a different school?

Children with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

- Reception class have afternoon visit where they meet their guardian who has made a book which introduces the child and their family to St Joseph’s
- Home visit at the beginning of September before starting school
- Phased entry into Reception class over 2 weeks. Guardians meeting their ‘little ones’ each morning at the gate and bring them into school, see them into the classroom and check up on them throughout the day.

### **When moving to another school:**

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals

We will ensure that all records are passed on as soon as possible

### **When moving classes in school:**

An information sharing meeting will take place with the new teacher

- Each class spending a morning with their new teacher at the end of the summer term

### **In year 6-7 transition**

The SENCO will attend the primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

- On some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

## **Staffing Expertise**

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered: Dyslexia, epilepsy, learning styles, working memory.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.



We also have staff with specialised expertise and qualifications in school including:

**Accredited Training for Pupils with Autism**

**Specialist dyslexic teaching**

**Restorative Approaches**

**LPSLBA (London Programme for Specialist Leaders in Behaviour and Attendance)**

**Emotional Literacy Support Assistants**

Who do I talk to if I am unhappy with my child's support or progress?

The first person is the class teacher. If your child is already known to the SENCO this may be a joint meeting between parent, class teacher and SENCO.

If you do not feel that matters have been resolved or that appropriate action has not been taken then you should speak to the Head.

If you are still unhappy you should contact the SEND governor, via the school office or the clerk to governors or the SEND department at Bromley Civic Centre.

Further information about support and services for pupils and their families can be found in:

[The Local Authority Local Offer](#)

[Information, Advice and Support Service](#)

[SEND Code of Practice 0-25 years \(January 2015\)](#)

How is Special Education Needs funding spent?

There are two funding streams that the school receives.

National SEND funds are included in the school's budget and this money is used at the school's discretion. At St Joseph's we use this fund, together with other funding streams such as Pupil Premium Grant and EAL grant, to support children in the classroom. Much of this funding is spent on providing additional adult support within the classroom in order to enable one to one support or additional small group work. Children who are targeted by this funding will be on the SEND Register.

Top Up funds are additional funds that are provided for individual children because of their specific needs which require a greater level of support than can be expected to be provided from school funds.



If a child has an Education, Health Care Plan (EHCP) this may include additional funds. All funds received are used directly to support that pupil. The school is required to demonstrate how they have used those funds at the time of the Annual Review.

Occasionally a pupil may be awarded a Pupil Resource Agreement which is a sum of money to provide additional support. This fund is for one year but that can be extended. As with EHCP funds, the money must be used directly to support the pupil and the school is required to demonstrate how they have used those funds at the time of the Annual Review.