



ST. JOSEPH'S

CATHOLIC PRIMARY AND NURSERY SCHOOL
'LEARNING TO LOVE, LOVING TO LEARN'

**St. Joseph's Catholic Primary School
Special Educational Needs/Disabilities (SEND)
Information Report 2023/2024**

The Special Needs and Disability Information Report

This Special Educational Needs and Disability Information Report explains the process and provision available at St Joseph's School for any child needing additional support at a range of intervention levels. Information is also included on a range of support services outside the school for parents and carers to access.

As a school we work within Wandsworth guidance on 'Provision for Children with SEND in Mainstream Schools' and follow our 'Equality' and 'Accessibility' policies alongside other policy documents. These policies are available on our website or if preferred hard copies can be accessed through our school office.

Inclusion Statement

At St. Joseph's Catholic Primary School, we believe that every child deserves the best possible education and the opportunity to become the best learner and person they can be. Adults and children work together to create an environment in which all pupils, regardless of their particular needs, can flourish and achieve their true rounded potential as individuals; academically, creatively, social and emotionally. We put measures into place that ensure our inclusion is invisible, yet targeted and effective. The child's voice as well as the parent's or carer's voice are intrinsic to this process.

This is achieved through:

- * Quality First Teaching delivered to meet children's different learning styles
- * The support of well-trained Teaching Assistants
- * Provision to support children within the different categories of need – Cognition and Learning, Communication and Interaction, Social, Emotional Mental Health and Sensory or Physical
- * Working closely with parents and carers

At St. Joseph's Catholic Primary School our SEND/Inclusion Manager is:
Doris Yohannes. She can be contacted on: 020 8874 1888
or by email: senco@stjosephs.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

- * Arrange a meeting with the class teacher to talk about your concerns and steps to be implemented
- * Together decide on a plan of action together with the class teacher and set a review date if necessary
- * If you still have concerns or worries following this, contact the Special Educational Needs/Disabilities (SEND)/Inclusion Manager, to discuss any additional provision that could be implemented within the school. This intervention programme will be in place for 8 to 12 weeks and may lead to involving a range of visiting specialist services e.g. Speech and Language Therapist, School Nursing Service, School Educational Psychologist, Occupational Therapy, if required.

How does the school decide whether a child has special education needs and what extra help they need?

- * If a child starts at St. Joseph's with already identified SEND, we will work with parents and past schools, nurseries and professionals, to put in place a programme of provision and targets to meet the needs of your child.
- * A provision support plan may follow a review of children's individual progress which happens 3 times a year at St. Joseph's Catholic Primary School. This is called a Pupil Progress Meeting and includes the Head Teacher or Deputy Head/ SENCO and Class Teacher. Academic Progress is reviewed and new provision/focus groups put in place. This is also a platform for raising concerns in other areas e.g. social and emotional wellbeing, difficulties with body movement/handwriting etc.
- * If the targeted intervention or extra support has had no impact after a term and your child is continuing to experience difficulties **OR** if the difficulties are linked to learning and your child is working below where they should be after a term of extra support, he/she will be placed on the Special Needs Register. This will help closely monitor their progress.
- * This is nothing to be alarmed about. Your child will have support targets set termly on a Provision Map, ideally with parents and child present, which will be reviewed, together with the additional provision.
- * It is of course possible for you and/or the class teacher to raise concerns about progress/other difficulties in school outside of the times mentioned above. If this is the case, meetings will be arranged and actions set in place.

How will I know how my child is doing and how will you help me to support my child's learning?

- * Parent's evenings are held each term i.e. Autumn, Spring and Summer
- * Teachers' written reports are completed at the end of the academic year
- * If your child is on the Special Needs Register, their targets will be reviewed termly. All parents will be invited to join these reviews to share their ideas.
- * If your child has an Education and Health School Support Plan (EHCP), this will be updated yearly at an Annual Review, involving children and parents
- * If your child has other professionals involved, e.g. Speech and Language Therapist, they may provide separate targets and reports for your child.
- * If there is a need for a more holistic approach with the advice and input of other professional agencies, then a Team Around the Child Meeting (TAC) may be called.
- * If you need help to support your child's learning, we can signpost to locally run parent groups including ESOL (English for Speakers of Other Languages) as well as providing other parent advice and support events. Your child makes the best progress and thrives when staff and parents work together.
- * We have an open-door policy so if you have concerns about your child's progress please make an appointment with the Class Teacher to discuss these and decide what class support may help
- * If worries still continue after this agreed plan with the class teacher is reviewed, then please contact the SEND/Inclusion Manager.

How will my child be involved and consulted?

- * All children at St. Joseph's are aware of their targets and have a direct input into their learning. The feedback and marking policy includes self- assessment where teachers write questions and challenges for children to answer and move their learning forward (called 'Next Steps Marking').
- * Children and teachers review the targets together.
- * If your child has targets as part of their School Support Plan, i.e. they are on the Special Needs Register; they will be involved in reviewing and setting their own new targets, wherever possible.
- * If your child has an Education Health and School Support Plan (EHCP) they will be encouraged to attend and contribute to their Annual Review Meeting which reviews the progress of targets, with the support of their class Teaching Assistant whenever possible dependent on age, needs, willingness to do so.

How do you assess and review my child's progress?

- * All children's work is regularly marked using 'Next Step' marking. This encourages children to be reflective and learn how to improve their own work.
- * Pupil work books are moderated termly to ensure consistency in marking and levelling.
- * Children are assessed termly. A Pupil Progress Meeting is held with The Head Teacher or Deputy and SENCO and Class Teacher.
- * Children's progress can also be tracked using unique, streamlined and targeted SEND assessments, focusing on the development of executive functioning skills and following a 'Plan, Do and Review' process
- * If children are not making sufficient progress, interventions are put in place to try and close the gap. This could be teacher focused groups or out of class interventions, either in small groups, pairs or 1:1
- * If your child is working at a level below the 'expected' level for their age after a term of intervention, they will be put on the SEND register.
- * If your child's difficulties are a continued concern or within other areas of 'need' e.g. speech and language or motor skills, their progress will be tracked using different criteria, based upon whether they are achieving their specialist targets in their area of need.
- * SEND their targets are reviewed termly in school and also by specialists if they are directly involved with your child
- * Education Health Care Plan (EHCP) targets, are also reviewed half termly and require an Annual Review meeting to check on and document the child's progress as well as adjust targets for challenging next steps.

How is teaching and the curriculum adapted to my child's needs?

- * It is every teacher's responsibility to deliver Quality First Teaching, which provides challenge and support, is differentiated according to individual children's abilities, and provides resources which are adapted as required to meet the individual needs and the different learning styles of each child.
- * Personalised visual aids can be created, used and reviewed in partnership with the parents and the children.
- * Some children may still need extra support and a confidence boost so this is provided through interventions such as extra reading and/or math, speech, language and communication skill groups, paired work and small group opportunities to reinforce or fill gaps in knowledge/misconceptions.
- * Support staff are deployed according to their expertise and the needs of the children as identified at the Pupil Progress Meetings.
- * Flexible settling periods allow the children time to transition between lessons.
- * Flexible groupings – some sessions are taught in ability groups, some are mixed groupings. Children work in pairs to support and challenge each other. Sometimes year groups are mixed with older children helping younger ones, or adults support small targeted groups of children as required
- * Multi-sensory methods of teaching are used to accommodate all learning styles – visual, auditory and kinesthetic (hands on). Many lessons are practical and involve movement so children are not just sitting at their tables writing.
- * Sensory equipment may be provided if needed e.g. ear defenders or sensory cushions
- * Staff access professional development and training in many different areas of SEND. They liaise with outside specialist agencies to gain expertise of different needs and approaches to learning. These professionals may also offer advice in specialist equipment and resources for different needs.

How we support children with their literacy and numeracy development:

- * Children's progress is recorded and updated half-termly on Evidence Me and Insight Tracking (an online assessment tool).
- * Teachers and support staff target different groups in numeracy and literacy as identified in Pupil Progress Meetings.
- * Interventions are put in place termly – these include: 1:1 reading support, Beanstalk Volunteers or teachers/learning support assistants (LSA) delivering short catch-up groups and extra phonics.
- * Some children may have different learning tasks and provision planned by the Class Teacher/SEND/CO/Inclusion Manager and/or Teaching Assistant.

How we support children with English as an Additional Language

- * Children that attend St Joseph's cover a variety of backgrounds and languages and, so to ensure that they make the most progress possible, we provide a range of additional provisions, at different levels, for children who are EAL
- * As a newcomer to the school an assessment will be undertaken by our EAL specialist to establish at which level of fluency in English children are at. This enables a starting point very quickly for a support plan and provision to be put in place.
- * Progress against levels of fluency will be measured every 6 weeks and adjustments to support and intervention provision is made as appropriate.
- * EAL strategies and approaches are shared with each child's teacher so that targeted EAL support sessions can be carried through to day-to-day teaching and learning in the classroom.

How we support children with Speech, Language, Interaction, Communication

- * If speech and language difficulties are observed, a 12-week programme of intervention will be put into place by the class teacher in consultation with the parent
- * If concerns continue a referral can be made to a The Speech and Language Therapist if appropriate
- * Following an assessment, a School Support Plan with targets and recommendations maybe written if required
- * The School Support Plan with targets will be implemented by the Class Teacher/Teaching Assistant, alongside professional reviews as part of a specialist package provided
- * In the Early Years, identified staff run 'Communication and Listening' groups in addition to class intervention activities, such as the Nuffield Early Language Intervention (NELI).
- * When necessary, the Speech and Language Therapy Service deliver small group sessions in school as well as train and support staff to deliver specialist targets provided.

How we support children with physical coordination difficulties:

Fine Motor Skills - Handwriting

- * In the Early Years, this is part of the curriculum as well as individualised learning, i.e. if a difficulty is detected, the staff will set up activities, based on the interests of your child, to encourage him/her to practice.
- * Handwriting sessions use the school Handwriting Scheme
- * Pencil grip equipment is provided if appropriate
- * Hand strengthening exercises may also be part of a child's support programme e.g. use of tweezers to pick up small items, use of playdough or putty

Gross Motor Skills–Physical Coordination

- * Some children may have the need for additional physical exercise programmes to improve muscle coordination, flexibility or core strength. If this is the case, then an Occupational Therapist or Physiotherapist may be involved with you child and provide additional exercises and targets
- * Teaching staff will undertake any specialist exercise programme under the guidance of the specialist therapist
- * The programme's progress will be reviewed by the Therapist as part of the Care Package provided following the initial assessment

What support is there for my child's emotional well-being?

- * We aim to ensure the mental health and well-being of all our pupils and have skilled and approachable staff that focuses on the well-being and health of all children in the school. Children are aware that they can talk to whoever they feel most comfortable with – this may not necessarily be the class teacher; it may be an agreed 'Go to Person'
- * We regularly host play therapy students from our local university to support children whose emotional issues and behaviour impede their learning and need help to overcome their difficulties in, and outside of school. These play therapists are counsellors training to work in the way that is most appropriate for each child. For our children this involves therapeutic approaches which encourage the child to express her or himself in non-verbal ways for example through artwork and play.
- * The school offers children lunchtime 'drop in' sessions and 1:1 weekly sessions for those needing more time. Session time is also available for class staff to help them support particular children at difficult times in the classroom.
- * We also hold Lego Therapy, Emotional Literacy Groups and Drawing and Talking groups to support children with their emotional needs.
- * We have two members of staff specifically trained to provide the Rainbow/Sunbeams intervention programme to help children deal with loss (trained by the Catholic Children's Society for bereavement).
- * In addition to this, the school has undertaken a whole school initiative for all staff to have an understanding of the bereavement process and how best to approach children with this subject, with all staff completing training provided by Place 2 Be.
- * We also have two teaching assistants who are trained as Mental Health First Aiders.
- * To help encourage those with emotional needs to build confidence in their reading skills we provide support from community volunteer organisations i.e. 'Beanstalk' and 'Pets as Therapy' who support pupils who can benefit from a 1:1 reading companion approach in a quiet space.
- * We also run a programme to support the mental health and emotional well-being for our Year 6 children in preparation for a time of change and transition, in readiness for their move to secondary school.
- * Further training for staff in supporting social and emotional difficulties is ongoing
- * Our School Educational Psychologist supports children, parents and school staff with a focus on emotional health and resilience; the social and emotional aspects of learning.
- * The school is part of the South West London mental health trailblazer project as part of the Green Paper on Mental Health, with the aim of 'transforming mental health provision for children and young people in schools'.
- * We follow the PATHS programme, which empowers all children to develop the fundamental social and emotional learning skills which will enable them to make positive choices throughout life. From Nursery to Year 6, the programme teaches and develops the skills of self-esteem, self-control, emotional intelligence, academic engagement and conflict resolution and reduces emotional distress.

How do we promote positive behaviour?

- * Our Catholic ethos promotes self-discipline and awareness. Adults act as positive role models at all times and children are very well behaved. We promote positive behavior through Celebration Assemblies, Star of the Week and a House Point system for when children are acknowledged in doing the right thing.
- * Children are encouraged to take on responsibilities within the school e.g., class representative membership of the school council, faith council. All of year 6 have the opportunity to hold a 'positive role responsibility' position e.g., as Head Boy or Head Girl.
- * Parents are asked to work in partnership with us to support the school in their positive behaviour approach and share in the promotion of it by giving encouragement and praise to their children for instances of care, kindness, consideration and truthfulness
- * During playtimes we have trained school staff and specialist PE coaches to lead activities and games. The playground is set out in key stages with age-appropriate equipment, offering the children a stimulating and exciting social play environment.
- * Our 'Behaviour and Discipline' Policy' is reinforced throughout the school with children following the 'School Attitudes', based on the Beatitudes, and regarded as a way of life with the wording of school 'rules' removed.
- * Bullying is not tolerated and any incidents will be dealt with by a member of the senior leadership team following the steps in the Behaviour Policy.
- * A copy of the Behaviour policy is available on the school website or on request from the school office.
- * Staff take care to help children resolve their difficulties, or in the case of child disputes a restoration approach is taken by staff and worked through between children.
- * In times of concerns about behaviour levels parents are contacted, and in some cases, parents are asked to attend a meeting to work in partnership with the school to find solutions or possible next steps.
- * The Behaviour and Learning Support Service is nearby and they offer their expertise should children need a little extra support. This is through a referral system.

How are children with medical needs supported?

- * Children who have any medical needs should be reported by parents on admissions forms or by completing a form in the school office. This will then be recorded by the school and shared with the class teacher and other staff, including the school trained First Aiders.
- * For reported medical needs we will meet with you first to discuss your child's condition, medication and any training implications for staff.
- * For those children with existing high medical needs a Medical School Support Plan will be issued by the NHS and a provided to the school giving details of actions and medication provided which is to be administered by the school in the event of an emergency.
- * Any medical advice required to implement a Medical School Support Plan will be in partnership with yourself and a relevant medical professional who will provide implementation guidance as well as specific staff training if needed.
- * We will make sure that we have all the necessary equipment.
- * For emergency medication, parents should ensure that out of date medication be regularly replaced through an appointment with their G.P. and brought into the school and that emergency contacts details are kept up to date by contacting the school.
- * When medication is replaced with in date stock, out of date medication should be taken away by parents and returned to a local chemist for disposal.
- * For children with specific food allergies, parents need to complete an additional form provided by the catering company and return it directly back to the company who provide the daily school meals.
- * For children with asthma their relief medication will be stored in their classrooms along with other medication unless it needs to be refrigerated.
- * For asthma preventative medication this should be given to children before school.
- * We have a School Nurse who can be contacted or a meeting arranged, for limited reasons due to her availability, if a child's condition is related to a school attendance reason.
- * Provision for doctor prescribed occasional illnesses can be administered by agreement with senior management, after parents sign a consent form.
- * We will have an assigned 'champion' linked to your child, where possible, in the case of high medical needs.
- * **The school nurse is invited to all TAC and School Attendance Panel meetings to offer support and further guidance if needed**

What training and specialist skills do staff receive to support children with SEND?

- * All staff are provided with continuing professional development with ongoing support and advice from both within school and by specialist agencies.
- * All Teaching Assistants working with children on specific areas e.g. speech and language therapy and occupational therapy targets are trained by the associated therapists.
- * Support staff undergo or continue training as part of their Performance Management.
- * Staff also receive training from external agencies e.g. from the Educational Psychology Service, Speech and Language Service, Autism Advisory Service, Behaviour Support Service, WHSS Emotional Support Services, as well as Wandsworth Hearing and Visual Support Service.

How do you make the school environment and curriculum accessible for all children?

- * Inclusion is part of the school's ethos in St Joseph's and therefore is invisible: children are empowered through a scripted, choice-based approach that enables the children to feel in control.
- * All children will join in with physical activity, with adaptations made as needed and if necessary.
- * Environmental adaptations for learners with ASD/sensory needs are used when needed e.g. a quiet area, a seating wedge, ear defenders and visual timetables.
- * All children have access to a sensory room.
- * Children may have dedicated safe spaces, chosen by the children, shared with all practitioners and family.
- * Child may also have a 'Go to Person' identified if emotional or reassurance support is required at particular times or physical movement breaks, if required.
- * General equipment is used/bought in where needed e.g. reading rulers, move 'n' sit cushions, sloping writing tables, iPads, ear defenders.
- * ICT equipment and software is bought to meet the needs of different learners and ICT is used as a preferred method of recording where appropriate.
- * SATs and Test access arrangements are made in response to guidelines for children with SEND.
- * We use Soundfield systems for children with hearing impairment.
- * Teaching and behavior management is often 'done to' children in educational settings, however, at St Joseph's we talk and work with children. This leads to a reduction in conflict, stress and fewer incidents and accidents, meaning our children can be happier and have strong positive relationships with peers and adults.

How will my child be included in activities outside of the classroom?

- * We run a breakfast club and a variety of after school clubs
- * Adaptations will be made as and if appropriate but always with regard to safety of the child and other children in the first instance
- * School trips are accessible to all with the necessary risk assessments made beforehand to ensure all children remain safe.

How will the school prepare my child to join the school or transfer to a new school?

- * If your child is joining our school, we will liaise with their previous nursery/school to ensure a smooth transition. This often involves visiting your child in their current school or offering them a visit at St. Joseph's Catholic Primary School before they start full time.
- * The school holds annual meetings for parents about the secondary transfer process as well as parents new to the school for Reception and Nursery intakes.
- * The SEND/Inclusion Manager takes part in the Local Authority Primary Secondary transfer day to ensure secondary schools have details of children's SEND needs so that secondary staff have time to plan ahead regarding any additional support needs required.
- * In a few specific cases a SENCO to SENCO planning meeting will need to be arranged which will include parent and child making the move from Primary to Secondary School in September.
- * When moving classes in school, teachers liaise with each other and with you as a parent, again to ensure a smooth transition for everybody.

Which external Wandsworth specialist services can the school use to help meet children's additional needs, and how is this support accessed?

St. Joseph's school has excellent working relationships with a range of other professionals who might be able to support your child. These include:

- * Speech and Language Therapy Service (SALT)
- * Occupational Therapy (OT)
- * Physiotherapy Service
- * Educational Psychologist (EP)
- * Educational Wellbeing Practitioner (EWP)
- * Child and Adolescent Mental Health Service (CAMHS)
- * Behaviour and Learning Support Service (BLSS)
- * Early Years Inclusion Team at Early Years Centre (EYC)
- * Wandsworth Hearing Support Service (WHSS)
- * Wandsworth Visual Support Service (WHSS)
- * Wandsworth Literacy/Numeracy Support Service (WLNSS)
- * Wandsworth Autism Advisory Service (WAAS)
- * Victoria Drive PRU support Service
- * School Nursing Team, Aspire Centre.
- * Family Recovery Project. (FRP)
- 4Children – Family support.
- * Other therapies e.g. play therapy and others are part of the Local Authority's 'Local Offer' of services if they are needed

As outlined above, your child and you/your family are at the heart of the SEN Support process which is '**The Graduated Approach**'. This is a stepped approach in partnership with parents and carers as follows:

- Provide Quality First Teaching
- Provide teacher planned child learning tasks that match their individual ability
- Provide 'in class' additional learning intervention provision for targeted pupils for a timed period which is then reviewed
- If progress has not been made by the learner, involve the school SENCO for advice and support
- If concerns in learning progress continue for a particular child, a referral for additional support can be made, in line with service referral guidelines, to a particular specialist agency in discussion with, and with consent of parents and carers

Most professional services require an Early Help Assessment (EHA) referral, or similar, to be completed by the school. The Inclusion Manager/SENCO will complete this with you. This is simply a gathering of information exercise that acts as a referral to particular professional service/s and is required as proof of your permission for them to work with your child.

All professional assessments involve parents and carers as the first step to find out your views on what is working /not working and what may help support your child better. You will be notified by letter when a professional will be able to work together with you, your child and the school staff to review the overall impact of the existing support already provided, and suggest other steps or strategies which may help your child to make improved progress.

What should I do if I am unhappy with my child's support or progress?

- * After first meeting your child's teacher, followed by the SENCo, to discuss what can be put into place regarding concerns around your child's learning progress
- * You should make an appointment to discuss the issue with the Head Teacher if you are still unhappy
- * If concerns remain you should contact the Chair of Governors putting your concerns in writing as the next step
- * If your complaint is still unresolved, you need to contact the Local Authority as below:

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint_-maintained_schools

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint/2_-

Where can I go for further advice and support?

- * **Wandsworth Information Advice and Support Service (WAISS)** provides an impartial, free and confidential service to all parents/carers of children with SEND and young people with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> or email waiass@wandsworth.gov.uk or telephone 020 8871 8065
- * The Wandsworth Parents and Carers' Forum "**SEND Parent Carers in Wandsworth**" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.sendpcwandsworth.org.uk or email admin@sendpcwandsworth.org.uk
- * The **Wandsworth Family Information Service** is open from 9am to 5pm, Monday to Friday on 020 8871 7899. <https://thrive.wandsworth.gov.uk/> or email fis@wandsworth.gov.uk
- * More information about Wandsworth's Local Offer of services and support for children and young people with special needs and disabilities aged 0 to 25 in Wandsworth can be found on the **SEND Local Offer** website at <https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>

For more information for all parents with a child with autism/social communication difficulties or those who are on the specialist pathway (undergoing an assessment for autism) can access **Wandsworth Autism Advisory Service**. By telephone: 020 8871 6882 E-mail: autismadvisory@wandsworth.gov.uk

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email senco@stjosephs.wandsworth.sch.uk

To be reviewed September 2024