

# **St Josephs Catholic Primary School**

## **SEN Information Report – February 2016**

(in compliance with section 65(3) of the Children and Families Act 2014)

In accordance with the school's SEN policy (available at [stjps.org/pdf/special-educational-needs-policy.pdf](http://stjps.org/pdf/special-educational-needs-policy.pdf)), the school is committed to being fully inclusive and providing education for a range of needs and disabilities. This includes those related to learning, sensory needs, physical impairments, mental health and emotional and social difficulties, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. This includes children who are looked after by the Local Authority.

We firmly believe that all teachers are teachers of children with SEN. All children in the school are the responsibility of their class teacher, who plans for and teaches all the children in their class.

### **Identification of Special Educational Needs**

The Code of Practice (2014) defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We are clear that early identification of additional needs is crucial to ensuring that children's needs are met and action taken to ensure all children can achieve their full potential. All class teachers have an Inclusion Folder and this contains clear systems and guidance for teachers to complete internal referral documents which are then discussed with the SENCo. The SENCo then gives guidance for the support of children with SEN and makes referrals to external professionals if needed. Only those children with a difficulty that requires special education provision will be identified as having SEN.

The school is able to use a variety of diagnostic assessment tools including those to identify possible difficulties in the following areas:

- dyslexia
- autism
- language and communication difficulties
- motor skills difficulties
- ADHD/ADD
- emotional and social difficulties.

We also work closely with parents and welcome referrals and requests for assessment from parents. Where a child is found to have SEN we meet with parents to discuss the child's needs and to explain the support that is to be provided. Parents are able to ask questions and express preferences regarding the support being offered to their child. Targets are agreed in discussion with the parent, the child (whenever appropriate) the teacher and the SENCo. These are then reviewed at least termly, in consultation with the child and the parent.

### Provision for SEN

A graduated approach is used as follows:

Wave 1: All children must receive inclusive quality first teaching for all and all classroom teaching is expected to accommodate children with SEN. This means that tasks should always be differentiated at a level that is appropriate to the child. It is often the case that alternative modes of learning may be sufficient to meet the needs of many children who have difficulty accessing the curriculum. This may include the wider use of visual stimuli for children with language and communication difficulties, the use of enlarged text for children with visual difficulties and access to enhanced pastoral care for children with emotional difficulties. Some children at this level may be on our concern list as we are carefully tracking and reviewing their progress.

Wave 2: If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

Wave 3: If there are still concerns, children will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential, with the possibility of outside agency support. At this point there would be considerations of SEN.

A few children who have very significant SEN may require an Education and Health Care Plan (EHCP). The SENCo will liaise with the child, parents and relevant professionals to ensure that appropriate advice is sought, acted upon

and reviewed in order to identify the additional support needed under an EHCP.

Children who have an existing Statement of Educational Need or an Education and Health Care Plan (EHCP), will have this provision reviewed in full at least once a year. Normally this will be through the Annual Review meeting, although this can be brought forward if necessary. Additional meetings may also be held for children with a Statement or EHCP to discuss transition to secondary school for children in Year 6. This will include an opportunity to discuss different school options for secondary transfer. Special arrangements are also in place to support vulnerable children moving between year groups and if they should move to a new school during the school year.

When providing support we engage in a 4 stage process: Assess, Plan, Do, Review

- **Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher and assessments.
- **Plan** – this stage identifies the barriers to the learning, intended outcomes and details what additional support will be provided to overcome the barriers. Decisions will be recorded on an individual education plan and will form the basis for termly review meetings held as part of parent/teacher consultations.
- **Do** – providing the support – extra assistance for the learning or learning aids as set out in the plan.
- **Review** – measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved – child, parents or carer, teacher and SENCo contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teachers and TAs are held regularly and half termly Pupil Progress meetings with SLT and SENCo.

The interventions used will be those that are proven to make a difference for most learners. A base line assessment will take place at the beginning of the intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. The reviews will involve children and their parents or carers, as well as class teacher and a record kept of agreed actions.

Class-based TAs work alongside the class teacher to support children with SEND individually/in small groups and to facilitate the class teacher working with children with SEN.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with the parents' consent. This might involve: Speech & language therapy services, Occupational therapist, physiotherapist, CAMHS, advisory support

teacher, Educational Physiologist or health services such as a Paediatrician. Parents are also encouraged to seek support from Barnet Parent Partnership Service (now known as SENDIAS) who can be contacted on 020 8359 7637.

### Accessibility

The school building currently presents some challenges in terms of accessibility for children with physical impairments. However, we are committed to adapting our arrangements to support access by, for example, moving teaching groups to more accessible classrooms when needed. A lift is installed in the new building due to be opened in late spring 2016.

At St Josephs we recognise the needs of the whole child and are aware that some children may require more emotional support than others. These are often some of our most vulnerable children who require a high level of support and reassurance to be able to thrive in school.

Personal Social Health Citizenship Education (PSHCE) is a regular and important part of the curriculum and provides a safe environment for children to consider and discuss issues. Assemblies and RE also provide daily opportunities for pupils' reflection and discussion. We are also able to offer various support and interventions, including 1:1 mentoring support, and/ or group support as appropriate.

Children are assured that all adults are approachable and available to speak to them about any worries, difficulties or problems. Concerns about bullying are always dealt with promptly and incidents are recorded centrally.

We understand that school trips are part of the curriculum and we are committed to ensuring that all children are able to participate fully in all trips.

The full description of the ordinarily available support is available via the following web address:

***[barnet.gov.uk/.../SEN\\_Ordinarily\\_available\\_2014\\_Barnet.p...](#)***

### Training and Expertise in SEN

All our teaching and support staff receive training in working with children with additional needs. This may be provided internally or by accessing externally provided support. It includes both general and specific training. Recent training has covered the use of Team Teach and ASC.

The Assistant Head Teacher in charge of SEN also has more than 20 years teaching experience and has achieved the National Award for SENCos (a Masters Degree level course).

Nevertheless, we are never afraid to seek the support of external professionals when needed. We are also aware of the need for ongoing training in order to remain up-to-date with changes in SEN. The Assistant

Head Teacher for SEN will attend training sessions held by the local authority for this purpose.

The first point of contact to discuss concerns is the class teacher. Contact details for the Assistant Head for SEN (Ms Sarah Ball) are; Telephone, 02082029852 and in person via the school office at St Josephs Primary School, Watford Way, NW4 4TY.

The school complaints procedure for SEN matters is outlined in the school's SEN policy, the link for which is provided at the beginning of this document.

The full Code of Practice is available at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

Barnet Local Offer is available at:

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-in-the-local-offer.html>