

St Joseph's School

Our 'Local Offer' for Special Educational Needs and Disability (SEND)

The information in our Local Offer is here to help parents of a child with SEND see what is available in terms of SEND provision in our school. We know parents want their children to be happy and be given every opportunity to make the best possible progress. Everyone at St Joseph's School is committed to this same goal.

Head: Mr Oliver Scott

Head of Junior: Mr Henry Matthews

SENDCo: Mrs. Sophia Chapman, Mrs. Melanie Mulroy and Mrs. Pamela Hartley

Pupil Welfare & Safeguarding Officer: Mr Oliver Scott

SEND Governor: Mrs. Sue Rowe

The information in this policy links with:

SEND Policy

Equality and Diversity Policy

Access Plan

Our core offer to all children is to provide High Quality Inclusive Teaching

High expectations for all pupils

Environment and resources to promote independent learning

Well planned lessons with differentiated learning objectives and success criteria as required

Reasonable adjustments and well planned SEND provision in class

Range of effective teaching strategies

Effective challenge by use of varied pitch and pace

Good modelling by adults

High level questioning

High levels of engagement

Opportunity for individual and group discussion

Opportunity for pupils to work independently and collaboratively

Effective feedback to move pupils on in their learning

Encouragement and praise to engage and motivate pupils

Self- peer assessment opportunities

Well trained additional adults effectively deployed

We provide a supportive environment making available the appropriate resources.

This includes accessing any required specialist equipment to ensure all children can access the curriculum. We use our best endeavours to make reasonable adjustments to ensure all children with disabilities can be included on school visits and residential trips.

The governing body of the school have a legal duty to publish information on the website about the policy for pupils with SEND. This is updated annually.

The SEND Governor is Mrs Sue Rowe.

All parents are encouraged to work in partnership with the school. Parents of a child with SEND will have the opportunity to work closely with the school's SENDCo, school staff and outside agencies as appropriate.

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

The universal offer to all children
<input type="checkbox"/> The views and opinions of all students are valued <input type="checkbox"/> Questionnaire completed by all pupils <input type="checkbox"/> Student voice is heard through School Council <input type="checkbox"/> Regular Circle Time/ PSHEE activities <input type="checkbox"/> Peer supporters system is established (senior school) Smile Team (junior school) <input type="checkbox"/> Mentoring for all senior pupils
Additional, targeted support and provision for groups of children
<input type="checkbox"/> Students with SEND are included and valued <input type="checkbox"/> Small group consultation opportunities are given to encourage all to contribute <input type="checkbox"/> Opportunity to revisit events with trusted adult
Specialist, individualised support and provision for individual children
<input type="checkbox"/> Student voice is an integral part of SEND reviews and all meetings

2. Partnership with parents and carers

The universal offer to all children
<input type="checkbox"/> All parents and carers are actively encouraged to work in partnership with the school. <input type="checkbox"/> There are events throughout the year when families are invited to come to school and join in celebrating the children's achievements. <input type="checkbox"/> Home school reading diaries and planners provide a vehicle for daily communication. <input type="checkbox"/> Parents are encouraged to speak to the class/form teacher but will be directed to other significant members of staff should the need arise. <input type="checkbox"/> Annual end of year reports are sent home.

- Information sessions such as E Safety.
- New parents meeting, meet the teacher, and regular parent teacher meetings to discuss progress
- Curriculum information meetings
- Parent/carer knowledge of their child's strengths and interests as well as difficulties are valued and used to plan provision for the child.

Additional, targeted support and provision for groups of children

- Parents are consulted about appropriate interventions
- Early support meetings are arranged where needed
- Support for parents from school specialists: SENDCo

Specialist, individualised support and provision for individual children

- Parents contribute to individualised education plans – “parent’s voice”
- Regular Parent consultation meetings held with opportunity to meet with the teacher and SENDCo
- Parents/carers views are an integral part of any SEND reviews and meetings.
- Parent/carers are supported by the school SENDCo if an assessment by the Local Authority is undertaken or external support services and agencies.

3. The curriculum

The universal offer to all children

- The curriculum is designed to ensure all children can be included.
- All children have access to the curriculum with reasonable adjustments made as required.
- We offer a broad and balanced curriculum with opportunity to widen experience, develop life skills, and raise self-esteem and aspiration.
- Barriers to achievement are identified early to allow effective provision to be put in place.
- Children access curriculum enrichment opportunities.
- Children's interests and strengths are used to encourage engagement in their learning.

Additional, targeted support and provision for groups of children

- Intervention packages are needs led and are adapted to meet the needs of individuals and groups of children.
 - Intervention tracking monitors progress of those children who are at risk of making less than expected progress.
- Small group intervention in class (as directed by the class/subject teacher) includes:
- phonics
 - reading/ comprehension
 - spelling
 - numeracy

<ul style="list-style-type: none"> • fine motor skills/handwriting • speech and language • social communication • keyboard skills • other
Specialist, individualised support and provision for individual children
<ul style="list-style-type: none"> <input type="checkbox"/> Children with SEND can access the curriculum with adult support or modification as appropriate. <input type="checkbox"/> Specialist advice is sought and recommended equipment and resources are used as directed to ensure access <input type="checkbox"/> In exceptional circumstances children can be dis-applied from some aspects of the curriculum. This must be agreed by all involved.

4. Teaching and learning

The universal offer to all children
<ul style="list-style-type: none"> <input type="checkbox"/> Well planned lessons with differentiated learning objectives and success criteria <input type="checkbox"/> Needs led in-class TA support is available in some classes. <input type="checkbox"/> In-class targeted teacher support as required. <input type="checkbox"/> Access to visual aids and modelling <input type="checkbox"/> Whole class visuals such as timetables <input type="checkbox"/> Use of writing frames <input type="checkbox"/> Access to ICT <input type="checkbox"/> Development of effective use of iPADS <input type="checkbox"/> High level questioning <input type="checkbox"/> Effective feedback face to face and through marking <input type="checkbox"/> Incorporate preferred learning styles <input type="checkbox"/> Alternative ways of recording are used <input type="checkbox"/> Effective challenge by use of varied pitch and pace <input type="checkbox"/> Teachers and Support staff work in partnership, sharing information to ensure provision is effective and targeted appropriately. <input type="checkbox"/> Supported group work in class to ensure understanding, facilitate learning, foster independence, and keep children on task. <input type="checkbox"/> Access to technology such as IPADS, laptops (Clicker, talking tins) etc <input type="checkbox"/> Access to homework club <input type="checkbox"/> Each child is allocated a Learning mentor
Additional, targeted support and provision for groups of children
<ul style="list-style-type: none"> <input type="checkbox"/> Access to needs led small group intervention for reinforcement of concepts requiring overlearning and/or pre-teaching of new concepts. This may be taken by the teacher or TA. <input type="checkbox"/> Specific training for staff

Specialist, individualised support and provision for individual children

- Test concessions
- One to one support for those children who require intensive support to ensure they make progress with their learning.
- Personalised and highly differentiated work is provided to enable independent learning.
- Advice from specialist teacher or outside agency eg Educational Psychologist, Speech therapist
- Individual targeted teaching following specific programme.

5. Self-help skills and independence

The universal offer to all children

- High expectations for all pupils
- Provision of suitable environment and resources to promote independent learning
- Good modelling by adults and peers
- Opportunity for pupils to work independently and collaboratively
- Self-peer assessment
- Sensitive tracking by additional adults in class
- Needs led adult support
- Visual prompts to encourage independent self- help skills
- Personalised equipment

Additional, targeted support and provision for groups of children

- Additional adult support is used to help the child identify what help they need and provide strategies to empower them and promote their independence.

Specialist, individualised support and provision for individual children

- Children with SEN are encouraged to contribute their “voice” to their education planning
- Provision of specialist equipment and support to maintain and encourage independence
- Necessary adaptations to environment
- Personalised task boards /timetables
- Personalised visuals eg timers, traffic lights etc

6. Health, wellbeing and emotional support

The universal offer to all children

- Safeguarding is a priority

- All children access PHSEE
- Peer support is encouraged
- All necessary risk assessments are provided.
- Appropriate child protection training including E Safety training has been undertaken by the designated child protection officer and other relevant staff.
- Safeguarding information clearly displayed both in school and on parent's board
- School promotes the importance of health and well-being of all pupils and staff
- Access to extensive outside space
- Smile Team is established
- Action taken to ensure children can access relevant opportunities for curriculum enrichment such as providing transport
- Support for families available through Family Information Service (FIS)
- School works closely with a range of outside agencies as appropriate etc
- Emotional support is offered to all pupils within a safe, caring and supportive school environment

Additional, targeted support and provision for groups of children

- Staff identify pupils with health, well-being or emotional needs and initially discuss this with parents

Specialist, individualised support and provision for individual children

- Access to specialist support from agencies eg Independent Listener, Bereavement and Loss Counselling.
- Students with specific medical conditions have individual health care plans
- Personalised support for Individuals as required

7. Social Interaction opportunities

The universal offer to all children

- Opportunities for **all** children to mix across all age ranges.
- Opportunity for individual and group discussion.
- All reasonable endeavours are taken to ensure all children can access visits and residential trips.
- Children are given a sense of place in school as part of a class and house
- Links with the community through the Church, supporting local charities e.g. food bank , choir visits to local nursing homes
- Mini-buses facilitate access
- Small group activities such as Circle time/social skills group.
- Enrichment activities forest school, after school clubs

Additional, targeted support and provision for groups of children

- Staff identify pupils who find social interaction difficult and teachers initially discuss this with parents

Specialist, individualised support and provision for individual children

- Individual adult support provided to encourage collaborative activities
- Individual support and/or specific arrangements to enable inclusion in clubs
- Use of social stories with individual children to promote social skills.

8. The physical environment (accessibility, safety and positive learning environment)

The universal offer to all children

- Provision of a safe environment where bullying is absolutely minimal and dealt with effectively
- Named Child Protection Officer
- Named Health and Safety Governor who undertakes regular audits and checks.
- Access possible to all areas
- Positive, child friendly learning environment with excellent outdoor space
- Emphasis on rewarding good behaviour with clear sanctions used consistently.
- Provision of safety equipment
- Access to quiet space outside

Additional, targeted support and provision for groups of children

- Adaptions may be required to support specific requirements within a class or year group

Specialist, individualised support and provision for individual children

- Alternative arrangements for unstructured times eg lunch times
- Advice followed from specialist teachers for children with sensory/physical needs.

9. Transition from year to year and setting to setting

The universal offer to all children

- On site nursery comprehensive transition arrangements in place for entry into EYFS.
- Transition planning for all year 6 to senior school or secondary schools.
- Transfer of all records between classes and settings
- Timetabled meetings for focussed conversation between class teachers
- In house transition day

Additional, targeted support and provision for groups of children

- Receiving teachers meet with current teachers and/or SENDCo to discuss any children with particular needs
- Small group enhanced transition

Specialist, individualised support and provision for individual children

- Individual and supported enhanced transition including extra visits with TA

10. The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community

- A range of training is undertaken by staff to ensure we are able to support individual needs within mainstream class provision
- Training for all teachers and TAs on Dyslexia led by the Dyslexia Adviser July 2015
- Named staff are trained in and regularly update their training for;
 - First Aid
 - Safeguarding and child protection
- All teachers and TAs are aware of the new SEN Code of Practice, the implications for the school and the new systems required
- The senior SENDCo has an OCR level 7 Diploma for Teachers of Learners with Specific Learning Difficulties and a Diploma for English in the Primary school. She is also a member of PATOSS. The junior SENDCo is currently completing the National Award for Special Educational Needs Coordination

To enable targeted support and provision

- School Staff and TAs support children who need to work at times in targeted small groups and lead intervention programmes

To enable specialist, individualised support and provision

- Additional training can be undertaken to enable us to offer specialist support for individual children
- We will work with other agencies and share information to support individual children

Mrs. P. Hartley
 Mrs. S. Chapman
 Mrs. M. Mulroy

Reviewed June 2016
 Reviewed January 2018

Reviewed January 2019

Support for Children and Parents

Services and organisations that we work with:

Service/ Organisation	What they do in brief	Contact details
ASD Team	County advisor available for advice on supporting children with Autistic Spectrum Difficulties.	Special Educational Needs Education, Health & Social Care 3 West New County Hall Truro TR1 3AY 01872 324242
CAMHS Child and Adolescent Mental Health Services	The service helps children and young people up to the age of 18 deal with emotional, behavioural or mental health issues	Children's Services Care Management Centre: Tel: 01872 221400 Email: cpn-tr.ChildrensCMC@nhs.net
Educational Psychology Service	Services of Educational psychologists as required privately	List available through school SENCo
Family Information Service	The website contains a wealth of useful information for families	0800 587 8191 http://www.cornwallfisdirectory.org.uk
Independent Listener	An additional service which offers confidential support and guidance for pupils.	Gail Morwood
Launceston Children's Centre	Access to health and parenting support services	Coronation Park, Launceston PL15 9DQ Monday to Friday 09:00 to 17:00 Tel: 01566 770823
Occupational Team/ Physiotherapy Team	OT and or Physiotherapy support with identification of Developmental Co-ordination Difficulties, sensory processing	Contact local G.P. for further details

	difficulties etc and with programmes of specific support, equipment, training and reviews.	
Penhaligon's Friends	Support for Bereaved children A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	01209 210624 or 01209 215889 http://www.penthaligonsfriends.org.uk
Physical Disabilities Team	County advisor available to offer advice, provide specialist equipment and support with training and contribute to reviews	Early Help Hub earlyhelphub@cornwall.gov.uk +44 01872 322277
Speech and Language Therapy	Therapist available to undertake assessment, provide resources and training and contribute to reviews. Specific programmes of intervention delivered by therapist or assistant as needed.	Early Help Hub earlyhelphub@cornwall.gov.uk +44 01872 322277