At St Joseph’s we recognise that some of our pupils will have Special Educational Needs and/or Disabilities and will need support with their learning at school. Special Education Needs and Disabilities can be complex with a range of factors contributing to the difficulties experienced by some children. At St. Joseph’s we believe in the importance of a good home-school partnership in order to address those difficulties and in enabling pupils with SEND to achieve their potential.

The **Inclusion Leader** (SENCo) at St Joseph’s Catholic Primary School is **Annemarie Lithgow**. The **Governor** responsible for SEND at St Joseph’s Catholic Primary is **Nikki Dennison**.

| What is SEND or Special Educational Needs and Disabilities? | The definition for children with SEND is:  
“We child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”  
(SEND Code of Practice: 0-25 years, 2014) |
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<td>How will I raise concerns if I need to?</td>
<td>If you are concerned about any aspect of your child’s learning or progress you can contact your child’s class teacher or the Inclusion Leader to arrange a meeting with them.</td>
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| How will staff support my child? | **Class Teachers** will ensure that all pupils have access to quality first teaching and are committed to meeting each child’s individual needs. Teachers regularly monitor the progress of all children that they teach and discuss concerns about SEND with the Inclusion Leader. The class teacher will oversee interventions being delivered by other staff to ensure that the child is making progress. The teacher will liaise with any specialist staff (such as the speech and language therapist) who supports the child.  
**The Inclusion Leader** is responsible for co-ordinating support for children with SEND to ensure that their individual needs in school are being met. The role of the Inclusion Leader is to:  
- develop the Inclusion Policy and implement it in school to ensure a high quality response to meeting the needs of individuals with SEND;  
- to keep an up-to-date SEND register and to maintain SEND records;  
- to oversee intervention programmes for children with SEND and monitor their effectiveness and quality; |
- to liaise with other professionals (e.g., Speech and Language Therapist, SENSS, Educational Psychologist) involved in assessing and supporting children with SEND;
- to organise professional training for school staff to enable them to confidently meet pupil needs;

**Teaching Assistants** provide a variety of support for the pupils that they work with. They work with pupils with SEND by delivering interventions to small groups or individuals. Teaching Assistants maintain records of interventions which are confidential and kept securely in class. These are regularly monitored by the class teacher and Inclusion Leader.

**The Head teacher** is responsible for the day to day management of all aspects of the school, this includes the support for children with SEND.

**The SEND Governor** is responsible for
- ensuring that the school has a current Inclusion (SEND) policy;
- making sure that pupils with SEND have access to appropriate provision;
- monitoring the support given to children with SEND.

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

**At St. Joseph's support takes a variety of different forms:**
- Class teachers provide excellent teaching designed to address the needs of all pupils in their class;
- Class teachers use differentiation to target the needs of groups and individuals within the classroom;
- Class teachers and teaching assistants may re-visit an area of learning that a child has not grasped;
- Pupils may have a short term intervention to address a specific need such as developing speech sounds;
- Some individuals have regular support as part of long term provision to address a particular area of learning. It will take the form of an individualised programme designed to meet specific needs. This may involve working with a Speech and Language Therapist or the SEN Support Service Specialist Teacher;
- Where individuals are on the SEND register, we use SEND Support Plans to target individual needs;
- A child may have an Education and Health Care Plan (EHCP) if they have complex needs that require significant support.

### How will I know how my child is doing?

At St. Joseph’s each child’s progress and attainment is regularly monitored by the class teacher, Head teacher, Deputy Head teacher and the Inclusion Leader. Progress is measured against age related
expectations and local and national expectations. Additionally, we closely monitor the progress of each child as they move through the school.
- Children are assessed by their teacher each term.
- Pupil progress meetings are held regularly to review each child’s progress.
- Children are formally assessed via Standard Assessment Tests (SATs) at the end of Key Stage One (Year 2) and Key Stage Two (Year 6).
- Children with SEND Support Plans have their targets formally reviewed every term and the Inclusion Leader monitors their progress regularly.
- If a pupil has an EHCP, an annual person centred review is held with all involved in the individual’s education to celebrate achievements, discuss progress and set targets for the coming year.

We keep parents informed of their child’s progress in different ways:
- Parents’ evening
- End of Year Reports
- Additional meetings with teaching staff as required to discuss progress.
- Parents are welcome to make an appointment with staff to discuss their child’s education.

| What support will there be for my child’s overall well-being? | At St Joseph’s we promote the wellbeing and inclusion of each child in our school community and also the wider community. We give children opportunities to develop educationally, emotionally, spiritually and morally.
- We have a behaviour policy which promotes appropriate behaviour in and around school and that also enables staff to guide children.
- We have Emotional Literacy Support Assistants (ELSA) who work with children experiencing emotional issues.
- We have a high quality Nurture Classroom designed to meet the learning, emotional, social and individual needs of children within the school community.
- The Head teacher oversees attendance issues and meets with parents as necessary. |
| How does the school manage medicines during the school day? | The school has a policy outlining the management of medicines at school which can be found on the school’s website at: http://stjosephs.dorset.sch.uk/policies
- If a child requires medicine, then a form must be completed by the parent/carer to give school permission to administer. This form can also be found on the school website.
- Staff who work in school are trained annually in dealing with asthma and are taught how to administer an epipen. Additional training is given to staff, where necessary, to enable them to manage an individual’s medical conditions. |
### What specialist services are accessed by St. Joseph's?

We work closely with a range of external agencies including:
- Speech and Language Therapy Service (SALT);
- Behaviour Support Service (BSS);
- Special Education Needs Specialist Services (SENSS);
- Educational Psychology Service;
- Community Paediatricians;
- Child and Adolescent Mental Health Services (CAMHs);
- Occupational and Physiotherapy team;
- School Nurse;
- Christchurch Family Partnership Zone;
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).

In school:
- Class based Teaching Assistants support children on a daily basis.
- TAs provide additional support and interventions throughout the school such as speech and language therapy, motor skills therapy and for literacy and numeracy skills.
- A TA (supported by SENSS also supports children on an individual basis.

### What training do staff supporting children with SEND have?

- The Inclusion Leader supports class teachers meeting the needs of those with SEND in their class.
- The Inclusion Leader provides training on SEND issues, sharing knowledge and ensuring that the school maintain a consistent approach for pupils with SEND.
- Individual staff members attend training courses, run by the local authority and other agencies, that are relevant to the needs of specific children in their class.
- Relevant staff have training from the Speech Therapy Service to enable us to develop our Speech and Language knowledge and interventions.
- It is statutory for the school’s Inclusion Leader to gain the National Award for Special Educational Needs Coordination (NASENCo) within 3 years of taking up their post.
| How will my child be included in trips? | We believe that all children should be able to access the curriculum and will make any reasonable adjustments necessary to ensure a child’s inclusion in class activities outside the setting. Detailed planning of off-site visits is undertaken and a risk assessment completed as part of this. Any additional support that is required will be identified at this time. On occasions, the class teacher or Inclusion Leader may contact you to discuss supporting your child’s additional needs. In the case of residential trips, parents will be contacted prior to the trip. Additional support can include, for example, a higher ratio of adults to children, modifying an activity or using mobility aids if required. |
| How accessible is the setting environment? | - The school is fully accessible to via ramps and handles at the front and back of the school.  
- There is an accessible toilet.  
- Fire exits are clearly marked and are accessible  
- The school building all on one level  
- When appropriate, we will work on the advice of the Local Authority to modify the classroom environment for children and adults with particular needs.  
- We ensure that equipment used in school is accessible to all children. |
| How will St. Joseph’s prepare and support my child moving to the next stage of their education. | - We work closely with parents and Early Years providers to support the transition of children into our Foundation Stage class. Pupil records are passed on to the class teacher. If appropriate, the teacher and Inclusion Leader will meet staff from the Early Years provider to discuss specific needs.  
- Pupils are prepared for moving on to another class. They have the opportunity to meet their new teacher prior to the end of the summer term. Teachers meet to discuss the learning and pastoral needs of every child who will be in their new class and to pass on information to the new teacher of their present class. Some children may need extra visits, photographs or social stories to ensure a smooth transition.  
- SEND Support plans are reviewed at the end of each school year and targets are set for the new school year. Records of intervention are passed to the new teacher to ensure continuity of provision.  
- In Year 6, much work is done on transition to secondary school. Additionally, at the end of the summer term, pupils attend their new school for a day to prepare them for the changes in September. At St Joseph’s we ensure that transition for pupils with SEND happens as smoothly as possible. We contact the new school and meet with their Inclusion Team to ensure that information relating to their education and support is passed on. We ensure that all SEND records are given to |
the new school. If necessary, parents of children with SEND can make an appointment with the new school to make an additional visit.
- If a pupil with SEND moves to specialist provision, we ensure that we work closely with the other setting to provide a period of transition to enable the change to be managed as smoothly as possible for the individual and their family.

### How are St. Joseph's resources allocated and matched to children's SEND?
- The annual school budget includes money for supporting children with SEND.
- The Head teacher and the Inclusion Leader discuss the school’s SEND caseload in order to make decision about resources, staffing and training.
- Interventions and SEND support are reviewed regularly and changes are made as required.
- The Head teacher decides on the budget for SEND, in consultation with the school governors, on the basis of the needs of all of the children currently in the school.

### How is the decision made about what type of support my child will receive?
- We make decisions about the type of support needed for a child in consultation with all involved in his or her education. We will include the child in these decisions if appropriate.
- If a child receives support via an external agency, a learning programme will be created to show what support will be given via intervention and the teaching methods to be used by staff.
- If a pupil meets the criteria for the SEND register, they will have targets to help focus the support they receive. If they have input from more than one agency, or have needs in more than one area, then they will have a SEND Support Plan. This will be written outlining: the child’s needs; the outcomes that staff and the pupils will be working towards and the targets that will enable progression.
- Where a pupil has significant complex needs, the school will consult with the Local Authority and apply for an Education and Health Care Needs Assessment (EHCP) where appropriate.

### How can I be involved?
- If a child has a SEND Support Plan, EHCP or if there are any concerns about their education, parents are encouraged to make an appointment with the class teacher to discuss how their child is progressing.
- Parents can also contact the Inclusion Leader to discuss progress and any concerns.
- If outside agencies have been involved in assessing a child’s need, information from them will be discussed with parents and they will be sent a copy of any written reports.
Updated May 2019