OUR LOCAL OFFER

FOR

Children with Special Educational Needs

School name	St Joseph's Catholic Primary Academy
Headteacher	Mrs S McManamin
SENDCo	Miss C Frazer
Governor with responsibility for SEN	Ms P Stabler
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Age range	4-11
Funding	Voluntary Academy
How do we make sure **all** children reach their potential?	Our children have access to a broad and balanced curriculum, which is well differentiated and takes into account their different learning styles and interests. We provide a wide variety of high-quality enrichment activities which effectively extend the curriculum and provide memorable experiences for all. Our teaching is targeted to each child. Our classrooms are well staffed with one teacher and at least one support assistant for most lessons. Our senior management monitors the quality of teaching and learning on a regular basis. The last Ofsted deemed our school to be good (Ofsted 2017). We have a rigorous pupil tracking system which ensures that all pupils are monitored. We hold termly Pupil Progress meetings to ensure that any difficulties are identified early and suitable intervention is put into place. Our SENDCO has dedicated time to ensure that all our children

	with additional needs are catered for. We hold termly Individual Development and Learning Plan meetings and review with parents and professionals. We hold two parent's evenings per year and termly parent reviews for all children on the SEN register. Our children also have an active voice in school through our 'School Council' who meet on a regular basis.
How do we help a child with **physical needs**?	We consult with Physiotherapists and Occupational Therapists who provide specific advice and guidance to targeted children. They also provide training for staff, who follow up any recommendations made by the professionals. We provide specific interventions to children for handwriting, gross or fine motor skills. These interventions can either be on an individual basis or small group. We have a disabled toilet and disabled access through the hall. There is access to after school sports clubs and opportunities to take part in competitions with local schools
How do we help a child with **speech and language needs**?	Teachers make sure that their pupils have opportunities in their lessons for language activities and support. We work in partnership with Speech and Language therapists to plan and deliver support for children with specific difficulties. We use trained staff to deliver 1:1 and small group speech and language activities.
How do we help a child with **sensory impairment**?	We work in partnership with relevant agencies to plan and deliver support where needed. Teachers provide 'visual timetables' in their classrooms and classroom seating arrangements are discussed with professionals. We use resources recommended to make the curriculum accessible to all children.
How do we help a child who has **social and emotional difficulties**?	We work with Educational Psychologists and other relevant agencies to use appropriate strategies to support children in class. We have 'PSHE' programmes which can be used to assess and monitor children with emotional problems. One member of staff is trained to provide the Kaleidoscope Colour Therapy Programme. We have a dedicated Learning Mentor, who is also a trained Mental Health Lead. We are currently developing a Nurture Room where children with Social and Emotional Difficulties can visit. We use circle time programmes to deal with situations in class and on a 1:1 basis.
How do we help a child with **behavioural difficulties**?	Staff are experienced in dealing with behaviour issues and have access to resources and programmes. We use outside agencies for advice and support. We run reward schemes and 'Famous for a Fortnight' assemblies. All staff are 'Team Teach' trained and are always available.
How do we help a child who needs support with **English**?	Strategies and interventions are in place to support English (reading and writing) starting in Reception to Year 6. The staff are experienced and well trained to deliver individualised programmes for children with an IDLP, also specialised intervention for small groups. We have access to Nessy, which is a dyslexia programme. We can carry out basic screening tests and can implement the appropriate programmes with help from SENCO. Teachers and teaching assistants make sure the classroom environment is full of language and have well organised displays to support learning in all areas of the curriculum
How do we help a child who needs support with **Maths**?	Strategies and interventions are in place to support Maths. The staff are experienced and trained to deliver individualised programmes for children with specific learning needs or small group work. These activities provide reinforcement and pre-teaching of specific skills. The classrooms have a variety of mathematical resources to allow children access the mathematical curriculum.
How do we support a child who has **medical needs**?	The teachers and teaching assistants are made aware of any child in school who has a medical problem. The staff are provided with up-to-date information on every child. This information includes medication, who should be notified, what to do in an emergency. All members of staff are First Aid trained and dietary needs are accommodated.
How do we help a child who has **English as an Additional Language (EAL)?**	We are able to seek advice from professional agencies to ensure that the children receive the best possible support and intervention.
How do we support a child with **complex and multiple needs?**	We have access to agencies for support and advice.

Which **specialist services** do we access beyond the school?	At St Joseph's, we have extensive knowledge of services to support children and families in the local community and beyond. We are in regular contact with the following services who give us support and advice: - ❖ Educational Psychologists ❖ Speech and Language Therapy ❖ Occupational Therapy ❖ Physiotherapy ❖ ASD Team ❖ CAMHS ❖ Educational Welfare Officer ❖ School Nursing Team ❖ Young Carers ❖ Early Intervention Panels ❖ Family Support Team
How will we include children in **activities outside the classroom** including school trips?	Teaching assistants are deployed to support children with SEN on all activities outside the classroom. Risk assessments are carried out before every visit with the required pupil/teacher ratios. We run a breakfast club with two assistants who deliver a variety of activities each morning. The school provides an after school club provision until 6.00pm. All children are welcome to join the varied activities for the after/before school clubs. The school has a choir which regularly visits establishments in the local area and beyond.
How do we prepare and support a child **for joining school and transferring to secondary school?**	The school completes 'transition plans' and invites the SENDCO from the local secondary schools. Close liaison with all other settings will be involved in the transition. Visits will be made with support assistant. Visits are made by Reception staff to pre-school and nursery settings. Allocation of support assistant will be made as soon as possible and introduction before the child starts school. Extended visits to Reception class are planned into the summer term before school starts.
How will we meet a child's **personal care needs?**	Children are given as much responsibility for personal care as is possible, with staff interventions only coming into force when necessary and following strict procedures. Staff will only call parents in an absolute emergency.
How will we develop **social skills** throughout the school day, especially break times?	Breakfast Club, After School Club, playtimes and lunchtimes are seen as an important part of the day and include 1:1 support for children if appropriate. Mid-day supervisors provide a variety of activities which develop children's social skills.
How do we allocate **resources?**	At St Joseph's, we give 1:1 support when needed, plus small and large group work. Each class has allocated time with a teaching assistant for this work. We have trained specialised staff for other intervention programmes that are operated in school. Our classes provide a wide variety of resources to enable our children access the curriculum. We have sloping boards for writing and other specialist equipment in our SEN department.
How do we ensure all **staff are well trained?**	Support Staff complete training according to their needs. They have access to both in-school training and from external agencies. The teaching staff complete a well-planned programme of CPD accessing both external and in-school support.
How do we **raise awareness** of special educational needs for parents and the wider community?	We raise the awareness of all the children in our school through newsletters and our website. We also have links with our Church, Parish and the local and wider Community.

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