St Joseph's Catholic Primary School, Halifax

SEND Information Report 2023-2024

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At St Joseph's Catholic Primary Academy, we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further positive support may be needed to help them to achieve their targets.

What is 'The Local Offer?'

The local offer details all services available to support disabled children and children with SEN and their families. The 2022 SEND Review sets out government's proposals for a system that offers children and young people the opportunity to thrive, with access to the **right support**, in the **right place**, and at the **right time**, so they can fulfil their potential and lead happy, healthy and productive adult lives. It continues to recognise the importance of providing parents and carers with valuable information through the local offer. This easy-to-understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child.

What will it do?

Calderdale's framework will allow the local offer to provide parents/ carers with the information about how to access services in their local area, and what they can expect from those services. With regard to Education, it will let parents/ carers of young people know how schools and colleges will support them and what they can expect across the local setting.

Here are some answers to questions that parents/carers might have about St Joseph's Catholic Primary Academy's contribution to Calderdale's SEN Local Offer.

1. **How do the staff at St Joseph's know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

All children's progress, academically, socially and emotionally, is monitored by teachers and the Senior Leadership Team within the school. Any concerns about a child are dealt with immediately with the relevant professionals informed. Parents are able to discuss their child with either the class teacher, the SENCO or the Senior Leadership Team.

2. **How will school staff support my child?**
    - All children are provided with 'Quality First Teaching'

- Children with identified special needs have support plans put in place, outlining targets and strategies to support your child.
- Support plans are reviewed regularly with the child and shared with parents.
- If a child requires Speech and Language support, school, with the permission of the parents, will put in a referral. We currently have a SALT (LINGO) working in school on a weekly basis.
- Children identified as needing extra support will have interventions put in place.
- If a child is displaying signs of dyslexia we will screen, with the permission of parents, and recommend further assessment if we feel necessary.
- Pupils with dyslexia, dyspraxia and dyscalculia will be supported through additional resources and additional time if required
- Some children may require further support and interventions delivered by outside agencies such as the behaviour team, speech and language or the Calderdale nursing team.

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

- All children are provided with 'Quality First Teaching'.
- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- All lessons offer challenge and support necessary for each child to learn and where necessary differentiation occurs through the work set, questions asked and support given.
- Specific resources and intervention strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

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

- Children's progress is shared with parents during parent consultation days in both Autumn and Spring terms and an end of year report is sent home with outlines attainment, progress and targets for the next year.
- We have an open door policy at St Joseph's and welcome parents to come in and discuss their child if they have any concerns, with the class teacher or the SENCO.
- If teachers have concerns they will contact parents to discuss them and listen to any concerns that you may have too.
- The class teacher or SENCO will speak to you regarding any referrals to outside agencies to support your child's learning.
- Education plans (SMTLPs and EHCPs) are discussed and reviewed with parents throughout the academic year.
- All children are tracked using school's data tracking system Insight.

- Annual reports are written for every child.

5. What support will there be for my child's overall well-being?

- We ensure that all children are supported socially and pastorally by staff, who know the children well.
- We have an appropriate ratio of staff to children with at least one teacher in each class.
- We offer a wide range of activities within school to support their social and emotional development such as school visits, educational trips, and links with the community and a residential trip in Year 6 (Robinwood).
- PSE and Health Education and RSE is delivered as part of the curriculum across the whole school. PSE and Health Education contributes to personal development by promoting social and emotional aspects of learning. It provides a framework and some ideas for teaching social and emotional skills within discrete lessons, across subjects and outside the classroom. We follow the PSHE Association curriculum at St Joseph's.
- We have a pastoral lead who supports pupils with their social and emotional development.
- Staff regularly undergo training in key areas such as asthma and the use of Epipens.
- If a child comes into school with a specific need, the school nurse will provide the relevant staff with training.
- All staff have had Emergency First Aid at Work training and several staff have Paediatric First Aid across the school.
- School has a behaviour policy which is known, used and adhered to by all staff across the school. The behaviour policy has recently been reviewed and updated.
- Children who need specific support with their behaviour will be identified and support offered. This support will range from extra support in the classroom, to interventions and support from external behaviour consultancy.
- We promote excellent attendance and celebrate classes that meet our attendance targets each week in assembly.
- Parents are supported and school will send texts or ring home to query a child's nonattendance at school.
- School has its own EWO who will support school and parents with ensuring children attend school regularly and on time.

6. What specialist services and expertise are available at or accessed by the school?

- School employs staff trained to educate and care for children throughout their primary years.
- Staff are trained regularly in key areas of the curriculum and also in identifying and supporting children with specific difficulties around learning, child development and social and emotional problems children may experience.

- School has direct access to a wide range of services all of which can support both parents/carers and children. These agencies include: speech and language, CAMHS, Educational Psychologist, Behaviour Support, the ASD team, Early Intervention, Social Services, Paediatricians and the School Nurse.

7. What training are the staff supporting children and young people with SEND had or are having?

- All staff receive regular training from the health service around key medical issues which could arise for children.
- All staff are trained in First Aid.
- The SENCO attends L.A. training and attends key regional training' which is then shared with all staff.
- All staff are Team-Teach trained which provides staff with 'a framework to equip individuals with attitudes, skills and knowledge to facilitate environments that are free from fear and safe from harm.'
- The SENCO supports staff on developing SMTLPs around specific needs for pupils, or as necessary to support a particular child or group of children.
- Where necessary, specialist training is brought into the school. For example the Virtual Schools team can provide school with training around a range of social and emotional needs, ADHD training, and also support staff with Team-Teach training.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- All staff have had training to support children's mental health and well-being. Staff have also had training to specially support anxiety in children.

8. How will my child be included in activities outside the classroom including school trips?

- We are fully-inclusive, all children attend all events and trips and are encouraged to take part in all activities both within and outside of school.
- Where necessary, extra support will be provided to ensure full participation by all children and parents are fully-informed as to the trips and activities open to every child.
- Risk assessments are carried out and procedures are put into place to enable all children to participate.
- EVOLVE is used to record activities, visits and residentials- residentials are approved by the local authority.

9. How accessible is the school environment?

- ICT is accessible across school and the use of computers and iPad enable all children to have access to new technologies to support their learning.

- Accessibility arrangements can be made to suit different physical needs- a risk assessment, which is carried out by an external body, will be completed prior to your child attending school.

10. How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We work collaboratively with the local secondary schools and their SEND teams to share information and best practice for how to support each child.

If your child is joining our school:

- We encourage parents and children to visit the school and meet their new teacher prior to joining the school.
- A member of the Leadership Team will either show the child and parents around school or be available to answer any questions

If your child is moving child to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance.
- Your child will have transition visits to meet the class teacher and become familiar with their new classroom.

In Year 6:

- The teacher and SENCO will discuss the specific needs of your child with the SENCO

of their secondary school.

- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

11. How are the schools resources allocated and matched to children's special educational needs?

- All classes have additional support staff, who are well trained, as well as an experienced teacher.
- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

12. How is the decision made about what type and how much support my child will receive?

- These decisions are made in consultation with class teacher and Senior Leadership Team.
- Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

13. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCO or a member of the Senior Leadership Team.

If you are considering sending your child to St Joseph's Catholic Primary Academy, Halifax, you can ring the school on 01422 360646 to make an appointment with the Headteacher to arrange a visit to the school. During the visit you will be given a tour of the school. At that point you will be given opportunities to discuss your child's specific needs and ask any questions relating to your child's education.

Sometimes we use abbreviations which can lead to confusion for all of us!

Here is a list of the most useful SEN terms.

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

BESD - Behavioural, Emotional, Social Difficulties

BSL - British Sign Language

CAMHS - Child and Adolescent Mental Health Services

COP - Code of Practice

DFE - Department for Education

DLA - Disability Living Allowance

EBD - Emotional and Behavioural Difficulties

EWO - Educational Welfare Officer

FE - Further Education

HI - Hearing Impaired

ICT - Information and Communication Technology

IEP - Individual Education Plan

LA - Local Authority

LD - Learning Difficulty

MLD - Moderate Learning Difficulties

MSI - Multi-Sensory Impairment

OT - Occupational Therapist

PD - Physical Disability

PMLD - Profound Multiple Learning Difficulties

PPS - Parent Partnership Service

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PRU - Pupil Referral Unit

PSP - Pastoral Support Plan

RA - Reading Age

SA - Spelling Age

SALT - Speech and Language Therapist

SEN - Special Educational Needs

SENCO Special Educational Needs coordinator

SEND Special Educational Needs and Disabilities

SLD - Severe Learning Difficulties

VI - Visual Impairment

I hope these have answered any queries you may have but do not hesitate

to contact the school if you have further questions.