



SEND Information Report September 2016-2017 SJD



Welcome to our SEND Report page.

St Joseph's Catholic Primary School is an inclusive school that is committed to inclusion. OFSTED says; Pupils enjoy school. They behave well, feel safe, are welcoming, friendly and happy, and it is evident that pupils and teachers get on very well together. Pupils understand their responsibility to promote equality of opportunity, and not tolerate discrimination.

We aim to ensure that all pupils including those with Special Educational Needs and Disabilities receive their full educational entitlement and have access to the whole curriculum.

We endeavour to narrow the gap between SEND and non-SEND pupils. Our current data demonstrates that we have done this very successfully.

Our SEND Link Governor is: Noreen Brooks

Our SENCO/Inclusion Leader is: Miss Sheila Kenny

If you would like to know more about our SEND Provision at St Joseph's Catholic Primary School please contact us on 0208 270 6480 or email: office@st-jodag.bardaglea.org.uk

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What is Special Educational Needs and Disability?

According to the Code of Practice, 2014:

Definition of special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
- c) A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Definition of disability

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. Section 17 (11) Children Act 1989.

A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long- term adverse effect on their ability to carry out normal day to day activities (Section 6), Equality Act 2010.

Definitions and Areas of SEN according to the Code of Practice

Definitions and Areas of SEND

The term 'special educational needs' has a legal definition.

Children with **special educational needs** all have **learning difficulties** or **disabilities** that make it harder for them to learn than most children of the same age **and** who require additional or different provision from that usually made for other children of the same age.

Area of special educational need	What this means
Communication and Interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>

<p>Cognition and Learning</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
<p>Social, Emotional and Mental Health Difficulties</p>	<p>The New SEN Code of Practice, (paragraph 6:32) describes SEMHD as: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.</p>
<p>Sensory and/or Physical Needs</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>

A more specific description of the above definitions are:

Area of special educational need	What this means
Specific Learning Difficulty (SpLD)	Children and young people in this category have problems with particular areas of learning rather than general or 'global' difficulties; for example, a child may be very articulate and show good understanding verbally, but be unable to reflect this in how and what he writes. There are often associated difficulties with short-term memory, coordination and organisation. It is important to remember that children and young people with specific learning difficulties cover the whole ability range and there is a wide variation in the severity of their difficulties. Included in this group of difficulties are Dyslexia, Dyscalculia and Dyspraxia
Moderate Learning Difficulty (MLD)	Children and young people with moderate learning difficulties (sometimes referred to as having global difficulties) have much greater difficulty than their peers in acquiring basic skills and understanding new concepts. Their attainments will be significantly below the expected levels in most subjects, despite having been given appropriate support . They may also have associated problems with speech and language, low levels of concentration and under-developed social skills.
Severe Learning Difficulty (SLD)	Children with severe learning difficulties have more significant cognitive impairment than those with MLD , although the distinction can be difficult to determine. They need support in all areas of the curriculum and often in areas of self-care and social skills as well.
Profound and Multiple Learning Difficulty (PMLD)	These are children and young people with complex learning needs and they are likely to have more than one severe disability , for example they may have severe learning difficulties, a profound sensory loss and challenging behaviour. They require a high level of adult support, which may include medical and therapy staff. Their multiple difficulties often make it problematic to properly assess their learning potential. Children and young people with these complex difficulties require sensory stimulation and a curriculum that is broken down into very small steps: they are usually taught in a specialist setting.

<p>Speech, Language and Communication Needs (SLCN)</p>	<p>Children and young people with SLCN experience varying degrees of regular breakdown in communication.</p> <p>Difficulties can be experienced with:</p> <ul style="list-style-type: none"> • speech – clarity and fluency of speech • expressive language – vocabulary and combining words to make sentences and longer sequences of language • receptive language – understanding words, sentences, narratives, etc. • functional and social use of language – using language and understanding verbal and non-verbal rules of communication. <p>These needs are often, but not always, associated with other areas of learning difficulties.</p>
<p>Autistic Spectrum Condition (ASC)</p>	<p>Some pupils with complex social and communication needs will have a diagnosis of autism, autistic spectrum disorder, atypical autism, pervasive developmental disorder or Asperger syndrome.</p> <p>The autistic spectrum refers to a continuum (mild to severe) of characteristics or needs with key deficits in three of the areas of development which collectively may have a detrimental impact on an individual’s living, learning and working. These areas include difficulties with social interaction relationships and play, social communication and understanding and rigid and inflexible thinking leading to rigid play or work patterns. They are sometimes referred to as the Triad of Impairments (Wing, L. & Gould, J. 1979). An individual will have an uneven developmental profile and impairment in all three of these areas in order to be considered to have an autistic spectrum disorder / SLCN. Other difficulties that may be observed relate to motor coordination, sequencing, planning and organisational difficulties, unusual responses to sensory experiences and preferred or obsessional interests.</p> <p>Individuals may have a range of learning abilities from being gifted and talented to having profound learning difficulties.</p>
<p>Visual Impairment (VI)</p>	<p>Visual impairment or low vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a person’s ability to function at certain or all tasks. Legal blindness (which is actually a severe visual impairment) refers to a best-corrected central vision of 20/200 or worse in the better eye or a visual acuity of better than 20/200 but with a visual field no greater than 20° (e.g., side vision that is so reduced that it appears as if the person is looking through a tunnel).</p>

Hearing Impairment (HI) and or/deafness	Hearing Impairment is a permanent hearing loss or a decrease in hearing that is so significant it negatively affects a child's performance in school or ability to learn. Deafness is an inability to hear.
Multi-Sensory Impairment (MSI)	There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require a low level of intervention and support but others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties some with associated physical difficulties. For some children the inability to take part fully in school life causes significant emotional stress or physical fatigue.
Physical Disability (PD)	This category of SEN applies to those pupils with a physical difficulty that requires special education provision to be made for them.

Currently we support children with:

Behavioural difficulties
Hearing Impairment
Visual Impairment
Autistic Spectrum Disorder (ASD)
Speech and Language Difficulties
Physical Disabilities
Medical conditions

Overview of Provision 2016- 2017 and links to outside agencies:

St Joseph's Catholic Primary School is an inclusive school and may offer the following range of provision to support children with SEND, over and above Quality First Teaching for all.

How will the teaching be adapted for my child with SEND and what types of support is available?

- ✓ Quality first teaching (that of the class teacher) ensures that all pupils' needs are met and that lessons are planned to match the needs of each pupil.
- ✓ Teachers have high expectation and will provide suitable challenge for pupils that have been adapted to provide an attainable outcome with hard work from the pupil.
- ✓ Teachers differentiate their learning tasks to ensure that all pupils have access to the learning.
- ✓ Resources and adults are used effectively to support learning.
- ✓ Scaffolded activities provide support for pupils so that they are able to achieve success.

- ✓ Class teachers plan for the needs of all pupils to account for specific needs and promote progress
- ✓ Specialist equipment may be used where appropriate e.g. a sloping table, word processor, pencil grips, iPads
- ✓ We also follow guidance and support provided by external agencies such as speech therapist, physiotherapists, occupational therapists

Strategies to support/develop Literacy skills:

Examples of the methods and techniques used to support pupils in developing literacy skills:

- ✓ use of targeted prompts and feedback to develop use of independent reading and writing strategies
- ✓ facilitating the participation of individuals or small groups in shared reading and writing activities
- ✓ using phonics to help pupils understand the sound and spelling system and use this to read and spell accurately
- ✓ use of specific support strategies, e.g. paired reading, reciprocal and guided reading, writing frames
- ✓ use of specific support programmes, e.g. graded reading books, differentiated computer-based learning,
- ✓ programmes, Additional literacy support programmes
- ✓ prompting shy or reticent pupils to contribute to conversations and discussions and to respond to questions
- ✓ explaining words and phrases use by the teacher
- ✓ provide opportunities for pupils to engage in conversation, discussion and questioning
- ✓ use open-ended questions to encourage pupils to contribute to conversations and discussions
- ✓ support shy and reticent pupils in responding to questions
- ✓ use language and vocabulary which is appropriate to the pupils' level of understanding and development
- ✓ use appropriate strategies for introducing pupils to new words and language structures
- ✓ to help extend their vocabulary and structural command of language
- ✓ create opportunities to extend pupils' understanding about the importance of attentive
- ✓ listening and taking turns to speak
- ✓ encourage pupils to contribute to conversations and discussions in a manner likely to enhance their self-confidence and self-esteem

- ✓ encourage pupils to respond constructively to other pupils' contributions to
- ✓ conversations and discussions
- ✓ respond to pupils' use of home language and local accents and dialects in a manner
- ✓ which values cultural diversity and reinforces positive self-images

Strategies to support/develop pupils with SEN in Numeracy skills:

With particular reference to pupils with:

Dyslexia or dyscalculia Autistic spectrum disorders
Speech and language disorders Hearing impairments
Visual impairments

We are aware of the following and plan specifically to overcome these barriers:

Possible areas of difficulty for pupils with Dyslexic and Dyscalculia

<p>Numbers and the number system</p> <p>Dyslexic learners:</p> <ul style="list-style-type: none"> • often have difficulty counting objects • may have difficulty processing and memorising sequences • may find the underlying structure of the number system difficult to grasp • find the interval-based structure of a number line difficult to understand • need extra support in counting forwards and backward • often have difficulties understanding place value • may find fractions confusing 	<p>Calculations</p> <p>Dyslexic learners:</p> <ul style="list-style-type: none"> • have difficulty combining and partitioning numbers • find it difficult to learn number facts ‘by heart’ but can usually work within a manageable target and can learn to use strategies • fail to remember the variety of fact-derived strategies or mental calculation methods • may experience counting difficulties that will lead to subtraction errors • find that mental arithmetic may overstretch short-term and working memory • have problems recording calculations on paper • may have problems using calculators
<p>Solving problems</p> <p>Dyslexic learners:</p> <ul style="list-style-type: none"> • often have significant reading difficulties • may need more clues to recognise, develop and predict patterns to help them solve problems • may have difficulties in understanding and retaining the meaning of abstract mathematical vocabulary • may have difficulty deciding which operations to use to solve a word problem • may visualise and solve certain word problems without reverting to formal operations may be unsettled by the insecurity of estimation 	<p>Measures, shape and space</p> <p>Dyslexic learners:</p> <ul style="list-style-type: none"> • find the sequencing of time difficult • may confuse left and right, hindering work on position, direction and movement • may have problems with the range of vocabulary related to measures, shape and space • may have difficulties reading graphs • may find drawing shapes challenging

Handling data

Dyslexic learners:

- may have difficulties reading graphs and charts
- may have problems understanding the different types of averages

Possible areas of difficulty for pupils with Autistic Spectrum Condition (ASC)

Numbers and the number system Pupils with autistic spectrum conditions: <ul style="list-style-type: none">• may not join in with whole-class counting• often find 'counting on' difficult• need to be taught number concepts in a functional and cross-curricular way• may find some illustrations used to support counting confusing• may need to use simple and standardised language	Calculations Pupils with autistic spectrum conditions: <ul style="list-style-type: none">• may find it difficult to explain the methods they have used to complete a calculation• need to be taught inverse operations from an early stage• need to be given opportunities for errorless learning• may have difficulty moving from expanded calculations to a more compact method
Solving problems Pupils with autistic spectrum conditions: <ul style="list-style-type: none">• will benefit from linking all four operations to a set of rules• need word problems to be presented in a clear and concise way• may have difficulty explaining how they have completed a word problem• need a clear time frame in which problems will be completed	Measures, shape and space Pupils with autistic spectrum conditions: <ul style="list-style-type: none">• can often be over-precise in areas such as measurement• may find it difficult to generalise their understanding of shapes• may find it hard to understand a 2-D representation of a 3-D shape may find aspects of rotation and symmetry difficult
Handling data Pupils with autistic spectrum conditions: <ul style="list-style-type: none">• may find it difficult to understand that data can be represented in a number of different ways	

Possible areas of difficulty for pupils with Speech and Language Difficulties

<p>Numbers and the number system</p> <p>Pupils with speech and language difficulties:</p> <ul style="list-style-type: none"> • may have difficulties ordering or sequencing numbers • may have difficulty with number vocabulary may find the language of number comparison difficult • may find it difficult to translate the spoken number into numerals • need to be slowly and systematically introduced to new mathematical terminology • may find it hard to discriminate between odd and even numbers • may learn to count in 2s, 3s, 5s, etc., by rote but cannot use information from one multiplication table to support understanding of another 	<p>Calculations</p> <p>Pupils with speech and language difficulties:</p> <ul style="list-style-type: none"> • may have short-term memory difficulties which make it • difficult to hold a number or numbers in their head long enough to carry out a calculation • may have difficulty with the rapid recall of information • may learn calculation techniques without any understanding of what is happening to the numbers • may have visual perception difficulties that make • interpretation of written calculations difficult • may be able to get the correct answer to a calculation, • but not be able to explain how they did it • may find it difficult to differentiate between the notation • used for the different operations • may have difficulty understanding the language of • fractions • may find the language of percentages difficult
<p>Solving problems</p> <p>Pupils with speech and language difficulties:</p> <ul style="list-style-type: none"> • may need checklists of mathematical words and phrases to support their learning • may find word problems difficult • often find the vocabulary linked to questioning difficult • often find it difficult to understand a negative when used in problems • often have difficulty moving from oral problems to written problems 	<p>Measures, shape and space</p> <p>Pupils with speech and language difficulties:</p> <ul style="list-style-type: none"> • often have difficulty with the language of time • find it difficult to sequence events that have happened over time • may have problems with the range of vocabulary used to describe shape and size • may need support to use measuring equipment correctly

Handling data

Pupils with speech and language difficulties:

- may be able to follow parts of a lesson but not make connections or form logical conclusions

Possible areas of difficulty for pupils with hearing impairments

Numbers and the number system Pupils with hearing impairments: <ul style="list-style-type: none">• may have missed the early language opportunities that are important to develop their understanding of mathematical concepts• may rely on the support of signing systems for counting• may need to target specific vocabulary to support mathematical concepts• may have reduced access to incidental learning	Calculations Pupils with hearing impairments: <ul style="list-style-type: none">• may need thinking time to process questions prior to• working out calculations• need to have opportunities to make structured mistakes in the mental/oral session• may find it very difficult to concentrate for long periods, especially involving new teaching
Solving problems Pupils with hearing impairments: <ul style="list-style-type: none">• may be unaware of the overall mathematics target they are working towards when they are solving a mathematics problem• may proceed too quickly towards solving a problem without pausing to think about it or develop a coherent plan• may need enhanced opportunities to think for themselves	Measures, shape and space Pupils with hearing impairments: <ul style="list-style-type: none">• may find the language used to compare measures difficult• may need to continue to support all new skill-learning with practical situations

Handling data

Pupils with hearing impairments:

- may find it useful to develop some skills in the reading and interpretation of mathematical language before they try to deal with the complexity of the language in a mathematical context

Possible areas of difficulty for pupils with visual impairments

<p>Numbers and the number system</p> <p>Pupils with visual impairments:</p> <ul style="list-style-type: none">• may use language for counting but not have• understanding• often miss out on early number experiences in everyday life• may find it difficult to understand a number as a whole• may find the concept of zero difficult• may not get the same level of support from visual materials as their sighted peers• may lack the necessary early experiences that support estimation skills• may find the partitioning of large numbers difficult	<p>Calculation</p> <p>Pupils with visual impairments:</p> <ul style="list-style-type: none">• favour simple, horizontal layout of calculations• will often take longer to record their answers• are often very good at rote learning number facts• often rely on their knowledge of known number facts to support calculation skills• need to be familiar with calculator keypads
<p>Solving problems</p> <p>Pupils with visual impairments:</p> <ul style="list-style-type: none">• may not benefit fully from the incidental experiences• provided in the everyday environment that support the learning of classification skills may have difficulties with problems that involve 'same' and 'different'• may have difficulty solving word problems that rely on visualisation skills• often find it difficult to participate in group problem-solving activities• will focus more on the oral language element of problem-solving	<p>Measures, shape and space</p> <p>Pupils with visual impairments:</p> <ul style="list-style-type: none">• often use knowledge of the numbers on a clock face to orientate themselves and objects within their environment• find mathematical problems that directly or indirectly• involve distances difficult• may not be able to grasp the concept of perimeter• exist in a 3-D world, but find it very difficult to• comprehend a 2-D drawing which represents a 3-D• object• may need to use specialist equipment to support their learning of symmetry• need lots of concrete experiences of plain shapes• often have difficulties reading scales

Handling data

Pupils with visual impairments:

- will benefit from using a tactile approach to simple
- graphs and charts
- need to be trained to develop good organisational skills
- when participating in data-handling activities

What other types of support are available to your child?

- ✓ Class teaching assistant who is directed by the class teacher to work with specific groups
- ✓ Leader of Learning for Inclusion who works closely with parents and children to ensure that children are safe and happy in school
- ✓ A PSHCE curriculum adapted to meet the needs of children with issues such as trust, conflict management, anger management
- ✓ Social skills groups
- ✓ CAMHS referral (Child and Adolescent Mental Health Service)
- ✓ Links with The Sycamore Trust, Heathway Centre (support parents and children with Autistic Spectrum Condition)
- ✓ Pre-visits for new children to the school with parents (led by EYFS LL).
- ✓ Time Out and Quiet Areas in the playgrounds.
- ✓ Friendship Stops in the playgrounds.
- ✓ Individual Behaviour Plans
- ✓ One-to-one behaviour support from a designated adult.
- ✓ Robust anti-bullying policy and procedure to support both victim and perpetrator.
- ✓ Robust race equality policy and procedure to support both victim and perpetrator
- ✓ Children may be directed to specific in-school clubs or lunchtime activities.
- ✓ These are used as required or recommended. We are actively engaged in
- ✓ reviewing other available options.

Additional available interventions, support programmes and strategies at this school are detailed in the spate document: Local Offer St. Joseph's Catholic Primary School.

Strategies for Teaching Pupils with SEND

School has a range of strategies for supporting the main stream teacher to assist pupils with specific difficulties. Please talk to the SENCo should you wish to discuss any of these.

The expertise and training of staff in the school:

All the staff at this school attend training as part of continued professional development. The training also covers SEND related topics.

Once every week teaching staff attend professional development training and the teaching assistants attend theirs fortnightly within school. Staff attend relevant courses provided out of school as well. Our SENCO/Inclusion Manager also attends locality meetings, relevant Borough initiated courses etc.

This school has 13 Teaching Assistants. This number includes assistants with both NVQ level 3 and two in supporting teaching and learning as well as child care, two with degrees and two with Nursery Nurse Qualifications etc. Our Inclusion Manager/SENCO has the national SENCO qualification as does the executive headteacher.

Support staff and teachers have access to booklets on courses and are encouraged to attend these and develop their knowledge and skills.

Examples of training that has been delivered to staff are as follows:

- Child Protection
- Differentiation
- Role of Teaching Assistants
- Talk Boost
- ECAT
- Medical conditions e.g. Epilepsy, Anaphylaxis, sickle cell, diabetes, asthma
- Effective Questioning
- Reading interventions and tests
- Benchmarking
- Autism

How are Teachers and Teaching Assistants trained?

- The SENCO is available to support teachers in their planning
- Whole school training takes place as required and on a regular basis
- The school has a trained Autism Specialist
- The school has a trained positive handling lead
- Individual teachers are sent on courses, where available, to help them support children with specific difficulties.

- Classroom assistants are given regular training on a range of topics including supporting SEND pupils.
- As a schools we can request support and help from specialists in specific areas from Borough advisory staff as well as making referrals to outside agencies e.g. Educational Psychologists.

The Role of Teaching Assistants:

There is one Teaching Assistant per year group. These teaching assistants are in class mainly to support the learning of Literacy and Numeracy. In the afternoons some of the teaching Assistants withdraw some pupils with SEND for additional interventions.

Those pupils with a Health Care Plan or have a very high level of needs are supported on a one to one basis. Our school has 13 teaching Assistants. The following information describes what the role of Teaching Assistants is.

- To support the development of the pupil so that any gap between the pupil's current level of development and that of their peers is reduced.
- To ensure that the pupil is able to access the lesson and achieve the objectives set for him or her.
- To enable the pupil to be socially included, to enjoy similar opportunities to be involved and to contribute to lessons and the school community in the same way as other pupils

Engagement with Parents and Carers

The Code of Practice states that accurate and early identification of pupils' needs is important. As part of this it is vital that, the school ensures that parents of children are fully engaged, consulted and informed and an agreement is reached on how the child's needs will be met.

It is very important that parents work closely with the school in order to enable their child to achieve their learning potential. Parents have the responsibility to effectively communicate with the school and other SEND professionals so as to support their child's learning.

In St. Joseph's:

- Class teachers meet with parents and carers at least twice a year during Parents/Carers Consultations to discuss pupil's needs support and progress.
- Termly and Annual progress reviews are held with parents and carers of current Statemented pupils or those with Education Health Care Plans. Detailed review reports are written for the Annual Reviews and circulated to Barking and Dagenham EHCP service, parents, carers, support staff. New targets for the next 12 months are identified and put into practice.
- Specific SEP reviews (old IEP Reviews) are held three times yearly to monitor progress and set targets according to outcomes and in light of progress the child has made. All adults involved in the support of the children with SEND attend the reviews and contribute to the setting of targets. Pupils may attend, where this has been arranged. Parents of children with Statements or

Education, Health Care Plans are invited to target reviews, as are parents and carers of children with additional needs.

- We share professional reports with parents and carers.
- The SENCO/Inclusion leader, class teachers and outside agencies regularly meet with parents and carers in order to discuss concerns, progress being made and to share effective strategies to support the needs of the pupil.
- A direct telephone line to the Inclusion Manager means that communication with parents is readily available. Parents and carers can call the school or come in before and after school and know that advice and support is always available.

Progress Reviews and Assessment:

- In every class there is ongoing assessment, monitoring and tracking of pupil progress. This is done through questioning, marking pupil's work and giving them feedback about what the next steps are in their learning.
- Termly meetings for all pupils reviewing their targets are held. Parents are invited to these.
- For those pupils with Education, Health Care Plans an annual review meeting is held involving parents and all the other professionals. At this review pupil progress is discussed, individual pupil targets are reviewed and new learning targets are set.
- Termly assessments in reading, writing and maths are given to all pupils and the results from these assessments are closely monitored and used to inform planning for additional intervention as well to narrow the gaps that may exist between pupils with SEND and those without.
- For those pupils whose academic ability is below the national curriculum levels we assess their progress by using P-Scales. This kind of assessment helps the staff to assess the small steps of progress that some pupils may make.
- Records of pupil progress and attainment are kept.

Access to Medical Interventions

- Meetings are held with the school nurse and parents/carers of children with medical issues, to establish the child's needs and to devise a care plan where appropriate.
- Members of staff attend training in the different areas of medical conditions e.g. Epilepsy, Anaphylaxis, (epipen) diabetes, sickle cell, asthma etc. This training is carried out yearly by the School Nurse so that a high number of staff have training in these areas.
- A member of staff is timetabled for medical duties during break times and when necessary to tend to accidents and injuries
- A high number of staff will attend First Aid training and gain a certificate of competence after a day's training.
- Where necessary, school liaises with medical professionals including GPs, hospitals, school nurse etc.
- Important information detailing a child's ongoing medical condition and the required medical care is shared with staff/kept in the medical room, provided permission is given parents and carers.
- Staff ensure that they take the pupil's necessary medication on a trip where previously arranged.

Who should I talk to about my child's difficulties or disability?

A child with SEND has significantly greater difficulties in learning than his/her peers. Your child has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Does my child have a disability?

If you have any concerns about your child, the first person you should speak to is your child's class teacher. The SENCo may also become involved depending on the outcome of the meeting with the teacher.

How will we let you know if we have a concern about your child's learning?

- The class teacher is the first monitor of your child's progress and will keep you up to date. There are three formal consultation sessions in a year, when you and the class teacher have an opportunity to discuss progress and concerns.
- The class teacher will also keep in regular contact with the SENCo.
- Either one of these two people will contact you if they have a concern.
- Each term, teachers hold progress meetings with senior staff to discuss all pupils. Children who may need extra support are discussed.
- The Head of School meets fortnightly with the SENCo to discuss pupils:
 - Children whose teacher has raised as a concern
 - Children whose parent/carer has raised a concern with the class teacher or SENCo
 - Strategies and/or next steps for the individuals and groups of children
- If school has a concern about the progress your child is making, school will arrange to meet with you to discuss this in more detail and:
 - Listen to any concerns you may have
 - Plan any additional support
 - Discuss any referrals to outside agencies who can support your child

How do we share information with parents/carers about the additional support we give and review progress?

If your child has been identified with SEND, an individual Education Plan (IEP) will usually be drawn up. Sometimes these may be drawn up as a group if other children have a similar issue. After this:

- The parents/carers, class teacher and where appropriate, child meet to decide on clear targets and plan the strategies to meet these targets.
- Often different ways of consulting children may be used depending on their level of need and maturity.
- The plan will usually run for a term.
- The class teacher will assess the progress made and arrange a review meeting to share this information with parents and the pupil.
- You will be asked, as will your child, if appropriate, (although this may be in a different way

depending on your child's needs) to share your views on the progress made.

- All other relevant information will be discussed during this meeting, including the support you can offer at home.
- The class teacher will send you a copy of the completed review and the new IEP.
- SENCO support is available at any stage of the process as needed.
- Children making good progress will be removed from SEND support.
- If there are concerns about progress the SENCO will discuss these with the parents and refer to an appropriate outside agency.

What is an Education, Health and Care Plan (EHCP)?

There may be a small number of children for who will require further support. Currently these children have what is known as a Statement of Special Educational Needs. From September 2014 these are being replaced with Education Health and Care Plans (EHCP). It is anticipated that pupils currently with a statement will transfer to an EHCP over the next three years. The London Borough of Barking and Dagenham has planned a transition period.

School will request that a child is assessed for an EHCP where there is clear evidence that there is a high level of need. The SEND Department in Barking and Dagenham will carry out further assessments and inform the parents/carers of their decision.

For more information on about the Barking and Dagenham Local offer, please see pages 56 and 57 of the SEND Local Offer:

<http://www.lbdd.gov.uk/ChildrenandYoungPeople/ChildrewithSEN/Documents/SENLocalOffer>

- **Steps to follow to receive an Education, Health Care Plan: (formerly known as a Statement)**
- Barking and Dagenham Education, Health and Care Planning Pathway:
- **Step 1:** The child or young person will already be supported by agencies and have support in place. The school, parent or other professionals working with the child/young person make a request to the Education Health and Care Team (previously SENART) for an EHC assessment.
- **Step 2:** Referral- A meeting will be arranged involving the family. The request is presented to the EHC Panel (previously SEN panel) and agreement to assess or not is decided. An EHC Coordinator will be allocated by the Local Authority and will link with the SENCO/Inclusion Manager. (0-6 weeks)
- **Step 3:** Assessment – The EHC Panel agrees that assessment is necessary. Parents and children will complete the “All About Me Information” with the help from a key worker.
- **Step 4:** A meeting will be held with the child/young person and their family to co- develop the EHC Plan. The family will be asked to make a preference for early years/setting/school. The LA will send the plan to all involved and consult with parents' choice of school.

- **Step 5:** The EHC Plan will decide if the child/young person is eligible for a personal budget.
- **Step 6:** The Plan is reviewed annually through a person centred review meeting involving the child/young person, the family and services involved. The review will look at all elements of the plan, and the progress against the outcomes. The Plan may be updated.

Transition:

Our SEND support includes planning and preparing for transition, before a child moves into another setting or school. This is done to support children's settling in well into their next class and for consistency in supporting their individual needs. The following transition procedures are put in place:

If your child joins or leaves our school or moves to a different class:

Any form of transition can be difficult; particularly when the pupils concerned has SEND needs. We endeavour to make transitions as smooth and stress free as possible for your child.

Moving to another class:

- At the end of the summer term the current and new class teacher meet in order to share all relevant information.
- An information sharing meeting is arranged for staff to exchange important information about each pupil in their class.
- The class are introduced to and spend some time with their new teacher.
- Staff complete a comprehensive information sheet for all children in their class and this is handed over in a file to the next teacher. Information to be passed on relates to things like allergies, academic levels, strategies, data etc
- For those pupils with additional needs e.g. behavioural needs teachers also complete "A Profile of Needs Sheet". Successful behaviour management strategies are shared between staff.
- In order to prepare some pupils for the change, especially those pupils with Autistic Spectrum Conditions, "Transition Social Story Books" may be created. These books are given to pupils so that they can read them over the school holidays.

Moving to another school:

- We contact the SENCO at the new school to share relevant information and organise any meetings or visits that are needed.
- Where necessary, transition review meetings are held between schools before a child transfers from one school to the other and all professionals involved with the child maybe invited. Information to be shared may be agreed with parents as part of the planning process.
- Depending on the child's status, e.g. Looked After Child, a transition review meeting is held between the Local Authority, social worker, school, parents and any other professionals involved with the child.

Arriving from another school:

- Visits and plans will be put in place depending on the needs of your child.
- Discussions with the SENCo are held and information is shared

Year 6 leavers:

- We work closely with the Secondary schools and follow the Borough and Diocesan procedures for transfers.
- In addition secondary schools are invited to the final review of SEND children.
- At this review any extra support that children may need to help them with the move to secondary school can be put in place.
- The SENCo makes a special visit to discuss SEND pupils