



About the school

St. Joseph's RC Primary School, Highfield is a maintained mainstream school for students from the ages of 4 to 11. The school is smaller than an average-sized primary school.

The Special Educational Needs Co-ordinator (SENDCo) is Mrs Sarah Robson who can be contacted by telephone on 01207 545972, or by email at srobson@stjh.bwcet.com

The school has a comprehensive SEND policy, which can be viewed at stjosephshighfield.org/send

Approach to supporting pupils with SEND

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the support and interventions to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions and support, with the support of the SENCO.
- Reviewing the effectiveness of the support and interventions and making any necessary revisions.

Where a child has been identified on the SEND register at St Joseph's, the SENDCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- reasonable adjustments to the child's environment, timetable, teaching or learning activities
- Different or additional strategies employed by staff working with them
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies.
- access to LA support or health services for one-off, or occasional advice on strategies or equipment

Additional support for children with special educational needs at St Joseph's is offered through successive waves of intervention. St Joseph's 'Whole School Provision Map' outlines the provisions available at each wave of intervention for the four broad areas of need.

Wave 1

All teachers at St Joseph's will provide quality first teaching targeted to the needs of the individual pupils in their classroom.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, understands and can do.
- Access to different teaching strategies and styles so that your child is fully involved in classroom learning.
- Targeted planning (individualised where necessary) to support and consolidate learning, and ensure continuous progress.



- Access to targeted support from a Teaching Assistant or teacher where necessary.
- Specific strategies (which may be suggested by the SENDCo or an outside agency) in place to support your child's learning.

Wave 2

The class teacher will provide appropriate interventions that are additional to those provided as part of the school's usual curriculum and adaptations made within whole class teaching. The triggers for intervention will be concern, underpinned by evidence about a child who, despite receiving differentiated learning opportunities, makes

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

For your child this would mean:

Access, where necessary, to 1:1 or small group intervention, focusing on specific skill or knowledge development. This may be operated by a teacher or teaching assistant, in or outside of the classroom depending on the needs of your child.

In some cases outside professionals from the local authority, health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCo may contact them if the parents agree. The SENDCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's **class teacher will remain responsible** for working with the child on a daily basis and for planning and delivering an individualised or group programme. Parents will always be kept informed of the action taken to help the child, and of the outcome of this action.

Wave 3

At this stage, children have received long term involvement from the SENDCo and/or long-term interventions. Wave 3 pupils may require outside professionals' input for further support to help learners progress to the expected rate.

For your child this would mean:

Access to external agencies, such as education psychology, SENIT (Special Educational Needs Intervention Team), HINT (Low Incidence Needs Team), Behaviour Support, Occupational Therapy, Early Years Liaison or Speech Therapy.

At the stage of seeking advice from external agencies, external support services will usually see the child so that they can advise teachers on new strategies

- fresh targets and accompanying strategies
- provide more specialist assessments to inform planning
- effective strategies to measure pupil's progress, give advice on the use of new or specialist
- strategies or materials, and in some cases provide support for particular activities.



When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting Learning Plan for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded on the Learning Plan continues to be the **responsibility of the class teacher**.

Wave 4

Education, Health and Care Plan (EHCP)

For some children, whose learning needs are severe, complex and lifelong, an Education, Health and Care Plan assessment may be required. This means that your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for pupils with specific barriers to learning that can't be overcome through excellent first teaching and intervention groups. Your child, in this case, will also require specialist support from a professional, or professionals, outside of the school.

For your child this would mean:

The school (or you) can request that the Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the additional support required and provided to meet those needs.

Where a request for a statutory assessment is made, the school in partnership with external agencies will have assessed that the child will have demonstrated significant cause for concern and demonstrate a need for extra support beyond the school's ability to provide. The school will provide information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. This information may include:

- Learning Plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- Age appropriate assessments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services, behavioural support or education welfare service.

It may be decided that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such that the child's special educational provision can only be met through an **EHCP**.

An EHCP will include:

- the pupil's name, address and date of birth
- details of all of the pupil's special needs
- identify the special educational provision necessary to meet the pupil's special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision



Catering for different kinds of SEND

A pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENDCo will work with pupils, parents, and speech and language therapists where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression.

The school will ensure that provisions are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within the pupil's individual learning plan. We will



manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils. We will work alongside professionals from outside agencies, such as Behaviour Support Team to ensure pupils are supported effectively.

Sensory or physical needs

We have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments, including the provision of auxiliary aids and services to prevent them being disadvantaged. We have a duty to prevent discrimination and we promote equality of opportunity and foster good relationships.

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCo will ensure that their support needs are being met.

Identifying Needs

St Joseph's has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, including the SENDCo, classroom teachers will conduct regular progress assessments (both summative and formative) for all pupils, with the aim of identifying pupils who are making less than expected progress.

Pupils are identified as having in SEND in a number of ways, including the following:

- Child performing below age-related expectations
- Outcomes on screeners, standardised assessments, summative assessments and statutory assessments
- Concerns raised by parents/carers
- Concerns raised by teachers/school staff
- Liaison with external agencies (e.g. health professionals)

A range of evidence is collected through our assessment and monitoring arrangements. The SENDCo will participate in pupil progress reviews/monitoring, or seek feedback on pupil progress/monitoring from the SLT to support identification of SEN. If a pupil is not making expected progress or their individual needs have changed, the class teacher will work with the SENDCo, in order to, determine whether additional and/or alternative provisions are necessary. Class teachers should approach the SENDCo for advice or support, if they have concerns about a pupil's progress



or a change of needs. The SENDCo operates an 'open door policy' within her core hours, so staff can approach her for advice and support as necessary. Parents can contact the SENDCo via email at srobson@stjh.bwcet.com, or telephone 01207545972 for support and guidance.

Concerns are not always based on academic progress but could also be linked to the social and emotional development of the student. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENDCo.

Where necessary, the SENDCo will liaise with outside agencies to arrange assessment or support with identifying the needs of a pupil.

Assessment, Monitoring and Review

Each pupil identified on the SEN register's progress is continually monitored by their class teacher and the SENDCo in several ways:

Pupils will be assessed by teachers using both formative, ongoing assessment and summative assessment activities. Qualitative and quantitative data/information gathered by teachers is shared within pupil progress meetings between the teacher, head teacher and SENDCo. This internal school monitoring provides a clear indication of which children need additional support to make good, if not outstanding, progress.

All children are required to be assessed at the end of Reception using the Early Years Foundation Stage Profile. They are also formally assessed at the end of each key stage (i.e. at the end of year 2 and year 6) using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. This assessment data can inform the overall assessment of pupils with SEND.

Individual needs, targets and provision listed on learning plans are reviewed by teachers in collaboration with parents in termly SEND review meetings. Reviews of learning plans are monitored closely by the SENDCo. The SENDCo will attend reviews where necessary or by request.

Progress in interventions are monitored qualitatively through ongoing formative assessment, as well as use of standardised assessments. Interventions are likewise monitored by the SENDCo using class provision maps.

Pupils who are working below the standard of national curriculum tests and teacher assessment will be assessed using the Engagement Model. As well as age-appropriate levels other tests may be used to monitor progress, such as tests which give a reading and spelling age or a standardised score. These tests and levels will also be discussed in detail, along with staff comments within the review meeting.

When a pupil has been assessed as having SEN and is not making progress with the help that they have been given, school can refer pupils to several different services for more specialist assessment and advice. Depending on the student's needs, referrals can be made to the Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service, Emotionally Based Avoidance Team (EBSA) or Behaviour Support Service within Gateshead Council, health services such as speech and language therapy, school nursing service or Children and Young People's Service or social care teams such as the Family Intervention Service. School might suggest completing a Common Assessment Framework (CAF) form in order get a team of professionals (Team around the Family (TAF)) together to work with the pupil and their family. This needs to be done with the parent/carer's agreement.



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If the pupil does not make progress with support that has been suggested by specialist staff, school can make a referral to the Local Authority (LA) for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child.

Involving Parents/Carers and Pupils

Parents/carers can contact school, at any time, if they have any concerns about their child. Parents can contact school by telephone, email or in person.

Staff will contact parents or carers to discuss any arising issues, concerns or progress of individual children.

The school holds regular parent's evenings to inform parents about the progress of their child in the curriculum. If their child has special educational needs, a SEND review is offered to discuss progress towards their current targets, setting targets for the future and agreeing suitable adjustments and provision to be made for their child.

Additional, annual Reviews are held for pupils with Education Health Care Plans. These reviews focus on achievements, the progress made towards the outcomes, support and aspirations. These are held with parents/carers, the student (if appropriate), school staff and any professionals involved.

Progress reports can be provided to parents/carers in alternative formats if required.

Pupils are encouraged to share their aspirations and views in or prior to review meetings and this will be done in a way that is appropriate to their age.

Regular opportunities for parental engagement within the school building are planned in school to keep parents up to date with changes in the curriculum and age-related expectations.

Staff

There are several people in school who are responsible for special educational needs:

The Head Teacher, Joanna Bircham is responsible for:

- The day to day management of all aspects of the school, including support for children with SEN.
- Making sure that your child's needs are met but they will give this responsibility to the SENDCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

The Special Educational Needs Co-ordinator (SENDCo), Sarah Robson is responsible for:

Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
 - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.



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- Making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school, so they can help pupils with SEN in the school make the best possible progress.
- Supporting class teachers when writing target plans that specify your child's targets.
- Ensuring that all staff working with the student in school are helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The Class Teacher is responsible for:

- Making sure that all children have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet your child's individual needs (this is called differentiation).
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting the SENDCo know if necessary. This could be targeted work, additional support etc.
- Writing target plans in liaison with the SENDCo. These will be shared and reviewed with parents at least once each term.
- Planning for the child's next term based on their progress and targets.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with SEN.

Teaching Assistants work with the class teacher to identify areas of support for pupils with SEN. They:

- Support pupils to access the curriculum
- Help to implement differentiation and specialist support strategies in the classroom
- Keep pupils focused on learning activities during lessons
- Attend relevant training opportunities related to SEN and differentiation.
- Are mainly classroom based, however Higher Level Teaching Assistants are able to deliver specific SEN programmes outside of the classroom.
- Help pupils to develop effective ways of becoming independent learners

The SEN Governor Carys Watts is responsible for:

- Making sure that the school has an up to date SEN Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEN.

Training

School staff are trained in specific areas where there is a current need. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. Additionally, the school SENDCo attends/receives feedback on pupil progress meetings and subsequently arranges further training, support or guidance as required. Curriculum coordinators enrol staff on courses. Training is also provided for staff when students are admitted to school with a SEND of which no-one in school has experience.



Staff within school have different levels of expertise to support pupils with special educational needs:

Awareness – this is basic awareness of a particular type of SEN. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENDCo, SENIT, Educational Psychologist or other specialist service.

Enhanced – this level of training will be carried out by staff working with the pupil regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the pupil's needs. The training can be carried out by SENIT, the Educational Psychologist, staff from special schools or other specialist services.

Specialist – this is in-depth training about a particular type of SEN for those who will be advising staff who then support pupils at an enhanced level. This could be a specialist SEN teacher or a SENDCo if they had appropriate qualifications.

At St. Joseph's RC Primary School, staff have had specific awareness training in dyslexia, ASD, PDA, emotional and behavioural difficulties, speech and language, teaching of the hearing impaired and de-escalation.

Transition

Transitions can be difficult for a child with SEN and we take steps to ensure that any transition is as smooth as possible.

- Students with Education, Health and Care Plan (EHCP) will have a review in the Autumn term before they move to secondary school to discuss the transition. You will be informed of the outcome of your child's application to Secondary education by 15 February of the year in which they transfer.
- Before your child moves from St. Joseph's School, wherever possible, staff will visit them at their previous school. We will arrange for your child to visit us to meet their new teacher and classmates. We also speak to parents before their child begins at our school so that parents can share valuable first-hand information. We will develop a personal transition plan for your child with their primary school and review staff training, to ensure that staff teaching your child have a knowledge of their needs.
- When moving classes in school, information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Target Plans will be shared with the new teacher.
- If your child is moving to another school, we will contact the SENDCO at the new school and ensure they know about any special arrangements or support that needs to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Where possible your child will visit their new school before they begin and in some cases staff from the new school will visit your child in this school. When your child moves to secondary school, staff from St. Joseph's School will discuss the specific needs of your child with the SENDCO of their secondary school.

Please note - if your child has an Education, Health and Care Plan they must have an annual review before they move.



Support

Academic

All pupils receive excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This could involve strategies such as using more practical learning.
- Specific strategies are in place to support your child to learn.
- After carefully checking on your child's progress, if your child's teacher has decided that your child has gaps in their understanding/learning, they may receive some extra support to help make the best possible progress. This would be discussed with the SENDCo.

All pupils in school should be getting this when needed as a part of excellent classroom practice but other types of support are also available for pupils with SEN:

Specific work with a small group of children

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and will be put in place if the class teacher or SENDCo think that they need extra support in school. Such groups are known as intervention groups. These are:

- Run in the classroom or outside.
- Planned and overseen by a teacher but they can be run by a Teaching Assistant following the teachers' planning.

Specialist groups run by outside agencies

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. This means they have been assessed as needing some extra specialist support in school. This may be from:

- Local Authority services such as the SENIT, an Educational Psychologist, HINT, EBSA or Behaviour Support Service.
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy and Occupational Therapy.

For your child this would mean:

- They will have been identified by the class teacher as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked for permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:



- Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - Group or individual work with outside professionals
 - The school may decide that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.
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Individual support

This is usually provided through an Education, Health and Care Plan (known as a Single Plan in Gateshead). This means your child will have been identified by a specialist professional as needing a higher level of support than the school can provide from their SEN budget. This is a legal process, which is carried out by the Local Authority (LA) and sets out the amount of support that will be provided for your child. School will discuss this with you if they think that this is required.

Emotional and Social

As well as providing academic support, school can also provide emotional and social support for students. This can include:

- Social skills/nurture group interventions - provided by both internal staff and external agencies
- School counsellor
- Self-esteem interventions - ranging for the use of sport/music/drama to speech and language interventions
- Anti-bullying policies and taught within PSRE curriculum
- Administration of medicines.
- High quality home learning.

Accessibility

In School

The school is fully accessible to students with physical difficulties. The following facilities are available for pupils and their parents/carers with physical difficulties:

- Disabled parking bays
- Accessible toilets
- Induction loop for hearing aid users
- Accessible play areas
- Accessible dining area
- A private room for first aid
- Lifting equipment for disabled pupils.

A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan. Please see our accessibility policy for further details.

Outside of School

The school has a number of after school clubs. All of the clubs are accessible to pupils with special educational needs.



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Pupils take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the pupils. The staff ratio is appropriate.

Complaints

Parent/carers should contact the SENDCo with any complaints about the provision that the pupil is receiving at school. If the complaint is not resolved, the school has a complaints policy available on our website.

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has a Single Plan.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at www.gateshead.gov.uk/localoffer.