

Special Educational Needs and Disabilities Information Report



We are children of God: we achieve, believe and care.

Ratified on:	October 2024
Chair:	Mrs K Bengston
Headteacher:	Mrs Maher
To be Reviewed:	Annually

Introduction

St. Joseph's Catholic Primary School has a committed approach to meeting the needs of pupils with Special Educational Needs (SEN) and is supported by the LA (Local Authority) and Bishop Wilkinson Catholic Education Trust (BWCET) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All Sunderland schools use SEN Ranges which identify the needs of pupils and are based on National best practice in determining the needs of pupils with SEN. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The broad areas of need are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and Physical needs.

The LA Information Report

The Children and Families Bill became enacted in 2014, (updated May 2015.) From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'Information Report'. The intention of the report is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School Information Report

This utilises the LA Information Report to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.

Key Personnel responsible for SEND at St. Joseph's Catholic Primary School are:

Mrs Maher	Headteacher
Miss Cutter	SENDCO (Special Educational Needs and Disabilities Coordinator.)
Mrs K Bengston	SEND Governor

All can be contacted at school on **0191 917 2484**

These questions are designed to guide you through the SEND Information report.

Q1. Who are the best people to speak to about my child's difficulties with learning/Special Educational Needs or Disability (SEND).

The Class Teacher

Responsible for:

- Checking on the progress of your child, identifying, planning and delivering any additional help your child may need (this could be things like adaptive strategies, targeted work, additional support or small group intervention) and letting the Special Educational Needs/Disabilities Coordinator (SENDCO) know as necessary.
- Identifying SEN Ranges, writing Support Plans, sharing and reviewing these with parents at least once each term and planning for the next term. Adapting teaching and learning for your child as identified on your child's support plan.
- Using adaptive strategies in class to ensure all children with Special Educational Needs can access the curriculum. Examples of these include coloured overlays, different colour books, sensory toys, wobble cushions and self regulation time.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCO – Miss Cutter

Responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating support for children with special educational needs or disabilities (SEND) and support teachers with identifying a child's SEN Range.
- Ensuring that you as parents/carer are:
 - a) Involved in supporting your child's learning.
 - b) Kept informed about the support your child is receiving or reasonable adjustments in class.
 - c) Involved in reviewing how much progress your child is making.
- Liaising with all the other professionals who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Language and Learning, Autism Outreach Team etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible and ensuring staff attend training courses according to the children's needs.
- Applying for Education Health and Care Plans where necessary.

The Headteacher Mrs Maher

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND ensuring their SEN Range has been identified.
- The Headteacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the multi-academy trust (BWCET) is kept up to date about issues relating to SEND.

The SEND Governor

Responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.
- Ensuring they are up to date with the progress of SEND children and aware of the children across the school by meeting with the SENDCO once a year.

Q2. What are the SEN Ranges?

Across Sunderland, SEN Ranges are used to identify children's needs and the severity of their needs. They are based on national best practice in determining the needs of pupils with SEN. This enables us as a school to provide an integrated, inclusive whole school approach to student support. Ranges are identified within the four areas from the Code of Practice:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and or Physical

The Ranges go from 1 to 7, one being mild within that area and seven being most severe. They are colour coordinated as shown below and will be shown on the front of your child's Support Plan. Within St. Joseph's Catholic primary children are usually supported within ranges 1 to 4.

Range 1 (Green) – School based responses - universal mainstream.

Range 2 (Yellow) – School based responses - universal/targeted mainstream.

Range 3 (Blue) – School based responses – targeted mainstream.

Range 4 (Red) – Targeted specialist either in mainstream or specialist additional resource.

Range 5 (Light Orange) – Specialist Resource/Special School

Range 6 (Orange) – Special School

Range 7 (Grey) – Highly Specialist Provision possibly 24hours

Children may be identified within more than one range depending on the complexity of their needs. Once a range has been established teachers will seek advice on how best to support learning at each range. It is important to recognise that Quality First Teaching will provide a firm basis upon which to use the additional strategies identified at each range. Strategies and advice from earlier ranges need to be utilised alongside more specialised information as the range increases. Specialist Health interventions may be required at any level.

Interventions within Ranges

Range 1 (Green) – Quality first Teaching differentiated curriculum for all learners.

Range 2 /3 (Yellow) (Blue)– Interventions to enable children to work within age related expectations.

Range 3/4 (Blue) (Red)– Additional Highly Personalised Learning.

Range 5 (Light Orange)– Specialist Provision

Q3 What are the different types of support available for children with SEND in our school within the different ranges?

i) Class teacher input via excellent targeted classroom teaching (Quality First Teaching) and use of reasonable adjustments.

Range 1 (Green)

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, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

Adaptive strategies have been put in place to help your child overcome any barriers e.g. coloured overlay, wobble cushion.

Specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work or Intervention which may be run in the classroom or outside by a teacher or a Teaching Assistant (TA).

ii) Specialist groups run by outside agencies e.g. Speech and Language therapy

Range 2 (Yellow)

Range 3 (Blue)

SEN Code of Practice 2014 (updated May 2015): School Support (SS) means a pupil has been identified by the SENDCO / class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need) Language and Learning for children with Cognition and Learning difficulties.

Outside agencies such as the Education Psychology Service (EPS).

You may be asked to give your 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 to understand your child's particular 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 as to the ways your child is given support.

iii) Specified Individual support

Range 3 (Blue)

Range 4 (Red)

This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided via an **Education, Health and Care Plan (EHCP)**. This means 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 children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

The school can request or you can request as a parent/carer, that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. After the reports have all been sent in, the 'Panel of Professionals' will decide if your

child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHC Plan). If they do not think your child needs this, they will ask the school to continue with the current support.

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.

An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Q4- How can I let the school know I am concerned about my child's progress inschool?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs Coordinator (SENDCO).

The Head Teacher can also be contacted if you have concerns about your child's progress.

The school SEND Governor can also be contacted in writing for support as a last resort after all other avenues have been exhausted.

Q5- How will the school let me know if they have concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

Listen to any concerns you may have.

Plan any additional support your child may need.

Discuss with you any referrals to outside professionals to support your child's learning.

Q6- How is extra support allocated to children and how do they progress in their learning?

The school budget includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including the children already receiving extra support, other children needing extra support and the children who have been identified as not making as much progress as would be expected. They then decide what resources/training and support are needed.

Q7- Who are the other people providing services to children with SEND in this school?

School provision

- Teaching Assistants
- Attendance is monitored by the office staff

Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- SENDIASS (Independent Advisory Service for Parents)
- Behaviour support Teams
- Language and Learning

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs and CYPs
- Sensory Team (For visual/hearing needs)

Q8- How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCO'S job is to support the class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g., from the Autism Outreach Team (AOT) service.

Q9- How will teaching be adapted for my child with SEND?

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.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and 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.

Reasonable adjustments will be made for your child where necessary.

Q10 -How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

His/her progress is reviewed formally every term in reading, writing and maths.

At the end of EYFS, all children are assessed against Birth to 5 years.

At the end of key stage 2 (i.e. at the end of Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. Children may have a Support Plan, which will be reviewed termly and a future plan made.

The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education in attendance at the review.

Q11- What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Support Plans will be reviewed with you every term.

Homework will be adjusted to your child's individual needs as needed.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Q11- How is St. Joseph's Primary School accessible to children with SEND?

Step free access to the school is available via the staff car park and main entrance. The whole building is on a single level.

We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.

After school provision is accessible to all children including those with SEND.

Extra-curricular activities are accessible for children with SEND

Q12- How will we support your child when they are leaving this school or moving on to another?

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.

i) If your child is moving to another school:

We will contact the school SENDCO 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.

We will work very closely with the SENDCO from the destination school, to arrange extra meetings and visits before your child goes.

The destination school can provide pictures of the teachers and classrooms for your child to look at, to reassure them before they move on.

ii) When moving classes in school:

Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher where support plans will be shared.

If your child would be helped by a book to support them understand moving on, then it will be made available for them.

A transition morning, in which children visit their next class and teacher, takes place during the Summer term each year.

iii) In Year 6:

The SENDCO and Year 6 Class Teacher will discuss the specific needs of your child with the SENDCO or other appropriate staff of their Secondary school.

Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

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.

Q13: Who should I see if I have a complaint?

Initial contact can be made with school by contacting the school office or email.

Our complaints policy is also available on our school website.

Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Our Mission Statement is at the heart of what we believe about SEND pupils and is:

“St. Joseph’s is a happy and caring Catholic school where everyone aspires to reach their true potential with Christ at the heart of all we do.”