



St. Joseph's Special Educational Needs and Disability (SEND) Information Report

Identification, assessment and reviewing of children with special educational needs

Throughout our school most of the children identified with special educational needs will be supported in their learning through **Quality First Teaching**.

Within this process we:

- Work in partnership with parents/carers and pupils
- Use Short Notes
- Use assessment tools to inform interventions
- Use observations
- Consult with the relevant external agencies

SEND Support

By using this approach every child that is identified with SEN will have an individualised Support Plan that clearly describes the child's needs, outcomes and the provisions that will be implemented to meet the needs identified. These plans are reviewed termly by the class teacher, however, the frequency of the reviews are determined by the level of the child's needs. Comments are recorded against each target to show the progress that has been made. If only part of the target has been achieved this will be recorded to show what is left in order for achievement. If for any reason the child has not achieved the target set then reasons for this will be discussed, then the target will be adapted into small steps or a different approach could be tried in order for the child to make progress.

How we assess and review progress

It is important that as a school we carry out formal assessments to identify the children's strengths and needs accurately. When doing this we will use a range of methods depending on the individual needs of the child. When a child enters our school their current attainment is assessed to give us a baseline from where we will be able to track progress. Alongside the assessments that the children are engaged in within the school setting, other assessments may be needed depending upon their individual needs.

These could include:

Communication and Interaction (SLCN, ASC)

- Speech Therapy Assessments

Cognition and Learning (MLD, PMLD, SLD, SpLD)

- Subject specific assessment
- Education Psychology Assessments – these could include memory, understanding, reasoning, logic and general skills assessment.

Social, Emotional and Health Difficulties

- Assessment through observation
- CAMHS
- Counselling service
- *School Nurse*

Sensory and/or Difficulties

- Observations by staff
- Movement programme for Reception children
- Occupational Therapy assessment
- Individual movement programmes

Your child will be assessed against age related expectations for children who are working on the National Curriculum, or they may be assessed against other measures for the children who are not ready to work on National Curriculum Levels. Targets are set for all of the children to ensure that they all make good progress, including those not ready to access the National Curriculum. The outcomes of all assessments are shared with parents and carers through short note or support plan reviews. The end of year levels are published on the child's individual school report. If any other agencies are invited to work with your child, you will be invited to attend a meeting where the outcomes of these assessments and their next steps will be shared with you. If parents have any concerns, then these can be shared with the class teacher and or the SENCo who will arrange a meeting to discuss and resolve any difficulties.

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

The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate. Teacher's use assessments and observations of a child to identify, review and evaluate their needs and gaps in their learning. We look at what we can provide to meet the child's needs and we discuss and measure the effectiveness of the interventions the children have undertaken that term. Different children will require different levels of support in order to bridge the gap to achieve age related expectations which could be on a one to one basis, with a group, run by a teacher or teaching assistant/HLTA or through peer support in and out of the class. Throughout the process, we keep an ongoing dialogue with you as parents through reviews.

At St. Joseph's Catholic Primary School, we currently have children with a variety of needs in school and provide the following interventions to meet the needs of our children:

Support for children with physical needs:

- Daily Gross Motor Skills interventions
- Daily fine Motor Skills interventions
- Daily visual perception work
- Specialist support from outside agencies e.g. Occupational Health, Movement team

Support for children with speech, language and communication needs:

- Daily Speech and Language interventions e.g. Black Sheep Press
- Specialist support from outside agencies e.g. Speech and Language Therapy

Support for children with social, emotional and mental health difficulties:

- Children engage in a range of one to one support with trained staff members
- Lego Therapy
- Specialist support from outside agencies e.g. CAMHs

Support for children with cognition and learning needs:

- Range of teaching and learning styles
- PAT intervention
- Action words
- Maths and English specific tasks
- Specific individual support for children whose needs are severe, complex and lifelong e.g. Dyslexia, Dyspraxia
- Specialist support from outside agencies e.g. Educational Psychology Service, Cognition and Learning team

Support for children with Autism Spectrum Condition

- One to One support in and out of the classroom
- Sensory Room sessions

How do we evaluate the effectiveness of SEN provision?

At St. Joseph's Catholic Primary School, we evaluate the effectiveness of SEN provision to ensure that pupils receive the best support to meet their needs and as part of the Graduated Approach of Assess, Plan, Do and Review.

How are resources made available to support children with SEND?

The resources we use to support children with SEN depend upon their needs and they are allocated on an individual basis. Once your child has been identified as SEN, their needs will be assessed and targets and outcomes will be identified. It is the responsibility of the SENCo to ensure that the resources that are required are made available and that the staff are aware of their individual needs. We are very flexible in our approach and we constantly monitor and evaluate the effectiveness of our interventions and the provision that we provide.

As part of our staff professional development, all members of staff receive training to support children with SEND.

Staff Training: Will vary each year depending on the needs of the children and is provided through specialist providers.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

For further information, please visit our website.