

# St. Joseph's RC Primary School

SEND Information Report

January 2024

"I came so that  
you may have life,  
and have it to  
the full."

– John 10:10



*Faith*

*Respect*

*Confidence*

*Resilience*

*Empathy*

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## SEND Information Report

St. Joseph's RC Primary School is an inclusive school that welcomes all who wish to attend whilst recognising that some children face barriers to attendance, participation and achievement. The school has a caring ethos where all pupils are taught to value each other and be valued, in the words of our school mission statement:

*'I came so that you may have life and have it to the full.'* John 10:10

St. Joseph's strives to develop every child to become confident, creative learners, growing in faith, developing respect for themselves and others with positive attitudes and the ambition to nurture their talents and use them well.

Our staff are led and supported by our SEND coordinator.

The Early Years team is trained in Speech and Language support for the under 5's.

All staff have been trained in supporting children with SEND, Autism, Dyslexia and a variety of other needs that may impact on a child's development. Training is ongoing and provided internally and by a range of external providers, such as: Educational Psychology Service, Speech and Language Therapists and Learning Support Service, Salford.

St. Joseph's works with a range of professionals to support our staff and children. These include an Educational Psychologist, Speech and Language Therapists, the Visual Impairment Team and members of the Learning Support Service, who currently support children with social and communication difficulties, physiotherapy and advise on children who require additional support for all four areas of SEND, detailed below.

Currently, the classrooms, hall and toilets downstairs at St Joseph's are fully accessible for all children including those who use walking aids. We have a wet room with a mechanical hoist.

Our school provides support for pupils across the four areas of need as laid out in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and / or physical

## How do we identify and assess children with Special Educational Needs?

At St Joseph's RC Primary School we use effective assessment, which provides information to improve teaching and learning. To do this in our school we undertake two different, but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. This includes careful questioning, observation and marking of children's work. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve this aim. Pupils are set targets to achieve their aims.

Assessment of learning (summative assessment) involves judging children's performance against national standards. Teachers make these judgements using a combination of Assessing Pupil Progress Guidelines and tests linked to the National Curriculum.

Our assessment helps us to identify children who may have special educational needs. These children may be making less than expected progress which may be progress which is:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

A child may also need to make additional progress with social skills in order to make a successful transition into adult life.

In Year 1 and Year 2 we use the Phonics Check and specific tests such as The Salford Sentence Reading Test

Eyesight checks are carried out for Reception children and hearing checks for all year one children. These tests are carried out by the NHS and take place in the Autumn term.

If a child's behaviour is causing a concern we will consider whether the behaviour is a result of other underlying difficulties such as communication or social difficulties. If there appear to be none, then we would:

1. Speak to the child's parent about anything that might have happened at home.
2. Gather information from staff about what sorts of incidents are occurring, at what time of day, during which lessons and so on and analyse this information to see if there are any patterns.
3. Carry out timed observations in class or on the playground and record the way the child is behaving, taking account of who else is involved and any environmental factors.
4. Observations are recorded and analysed and appropriate interventions are put in place.
5. If there is no improvement then we will seek advice from external professionals, such as the Learning Support Service.

If we consider that a child has a special educational need then the child's parents will be informed and involved in the planning to meet the need. We greatly value our partnership with all our parents and work hard to support them to ensure the best outcomes for their children.

What are our policies for making provision for children Special Educational Needs with or without a diagnosis or Education, Health and Care Plan (EHCP), including:

At St. Joseph's we have access to, and use a variety of outside agencies to support us with guidance and advice in the best way to help and support those pupils with S.E.N.D.

We use the following agencies:

- Educational Psychology Service.
- Speech and Language Service.
- Salford Learning Support Service.
- Occupational Therapy.
- Physiotherapy Service.
- C.A.M.H.S. (Child and Adolescent Mental Health Service).
- Hearing Impaired Service.
- Community Paediatrician.
  
- 0-19 Team (School Nurse)
  
- Vision Impaired Service.

How do we evaluate the effectiveness of provision for such children?

We continually evaluate our provision and proactively look for ways to enhance and improve our offer. Assessment information is analysed each half term. This analysis is used to amend provision as a child progresses.

Teachers monitor Individual Learning Plans (ILP's) and review targets regularly and evaluate termly. These are shared with all relevant parties.

The SENDCo evaluates the effectiveness of the provision for children with SEND over time by meeting with representatives from the various agencies to discuss pupil progress and any adjustments which need to be made to the provision, i.e.: further referrals to other agencies.

The SENDCo tracks the attainment and progress of the children with SEND.

Information is also gathered to about trends over time in our work to close the gap between children with SEND and those without.

The SENDCo and Headteacher report to the Governing Body each term.

What are our arrangements for assessing and reviewing the progress of children with Special Educational Needs?

Before a child transitions to the next class, teachers meet to discuss all children in the class. During this discussion staff are made aware of any children with SEND and interventions which have been used to assist these children. This may be followed by suggested targets being given for the child's next ILP. The SENDCo also attends these meetings as one of three SEND Consultation Meetings held with class teachers throughout the year.

As the children move into their new classes, ILP targets are shared with parents and where appropriate the child, in informal meetings during Autumn 1. These targets are reviewed at the end of each term and the progress the child has made is shared with parents and they are asked to comment and where appropriate, the child. Parents and children are invited to contribute to the ILPs and parents are expected to support the work done in school with their children at home.

The parents of children who are receiving a high level of support involving outside agencies may also have regular meetings when required with the school staff and the professionals involved with the child, to review progress and set next steps for the provision.

Children who have an Education, Health and Care Plan will have an Annual Review meeting to review their progress towards meeting each target from the EHCP. Parents, school staff and all the professionals involved with the child are invited to the meeting. A report on the child's progress is written by their teacher. The parents and the child are asked to contribute their views on progress during the year. Professionals such as Speech and Language Therapists may also write a report for the review. All of the reports and copies of evaluated ILP's are sent to the SEND team, who make a decision on the arrangements for the Education, Health and Care Plan for the following year.

The SENDCo is available to meet with the parents of the children with Education, Health and Care Plans informally throughout the year to provide support and advice.

### Our approach to teaching children with Special Educational Needs

The staff at St. Joseph's have the highest expectations of all our children. All teachers set suitable learning targets, responding to the diverse learning needs within their class and work hard to overcome potential barriers to learning and assessment for all our children.

Every child has the opportunity to experience success in school. Teachers plan suitable learning for children with attainments significantly above or below the expected key stage levels. In addition to this all teachers:

- take account of legislation requiring equal opportunities
- create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set targets for learning.

For children with particular learning and assessment needs, teachers and teaching assistants support individuals and groups to enable them to fully take part in the curriculum and assessment activities.

Children with SEND.

Teachers:

- take account of the type and extent of a child's special educational needs in planning and assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop children's understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- support children to regulate their behaviour and take part in learning effectively and safely.
- help individuals to regulate their emotions, particularly trauma and stress and to take part in learning
- identify and highlight children's strengths and achievements throughout the school

Children with disabilities.

Not all children with disabilities necessarily have special educational needs. However, our teachers take action to ensure that children with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements, as well as all school activities, such as trips and other learning opportunities. We identify and address any potential areas of difficulty at the outset, without the need for disapplication.

Teachers:

- plan enough time for reasonable completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of the curriculum that may present specific difficulties for individuals

We have mixed ability classes in our school. Class teachers group the children using knowledge about children from previous staff, ongoing formative and summative assessment, and deliver Quality First Teaching and adapted work appropriately.

In key stage one there are two mixed ability classes and in key stage two there are four mixed ability classes.

#### How we adapt the curriculum and learning environment of pupils with SEND

Within each class in St. Joseph's each teacher adapts the curriculum and the learning to take account of the learning needs of all the children, including those with SEND. This may be in the form of:

- Grouping - small group, one-to-one, ability groups (usually for phonics, reading, writing and mathematics)
- Content of the lesson

- Teaching style - to take account of visual, auditory and kinaesthetic learners
- Lesson format – themed units of learning, role-play
- Differentiation of the pace of the lesson
- Alternative recording methods – such as scribing, use of ICT, photographs
- Other adaptations to the learning environment can also be in the form of differentiation by outcome, by use of different materials, by the amount of support a child receives from a teaching assistant or class teacher specific motivational rewards (for example star charts).

The learning environment:

- Entrances to the school building are on one level or have ramped access.
- All classrooms use a visual timetable and in some cases children have their own personalised visual timetable
- Some classrooms have a designated calm space and children are shown how to use this most effectively

#### The additional support for learning that we provide for children with SEND

At St Joseph's we pride ourselves on the relationship that all staff have with all of our children. In addition to this, staff who work closely with the children with SEND, whether in small groups or one-to-one, form a special bond which maintains high expectations in a climate of good understanding of the child's needs.

From September 2023 at St Joseph's there are three teaching assistants working in EYFS, two teaching assistants working in key stage one and there are four teaching assistants working in key stage two.

The class teacher works closely with the TA to plan the nature and frequency of the additional support within lessons, and where needed, plan the learning for children with SEND in small groups or one-to-one, delivered by both teachers and teaching assistants where appropriate.

Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum

- The school offers a variety of Before/After School Sports Clubs to all children, including those with SEND.
- We also offer alternative quiet activities for pupils with SEND at lunchtimes.
- Speech and Language groups across EYFS and KS1, plus 1:1 sessions for children in KS2
- Transition activities take place for all children towards the end of the academic year with additional support provided for those children who require it.
- Transition group activities and special visits to All Hallows are available for the children in Years 5&6 in preparation for High School. Additional transition arrangements can also be arranged for pupils attending other High schools.

### Support that is available for improving the emotional and social development of pupils with SEND

At St Joseph's, we work with Place 2 Be, who offer support for children and families to help improve and maintain positive mental health. They work with the children on a whole class, small group (Journey of Hope) and 1:1 basis – children can access the Place 2 Talk service via self-referral at playtimes and lunchtimes. They also offer family support sessions and a Place 2 Think service for staff.

In addition to Place 2 Be:

- To improve the emotional and social development of children we work hard to build trusting, supportive relationships between all adults and children.
- Classrooms with specific children have calm spaces and the children are shown how to use these effectively
- Resource boxes for specific children to be used throughout the day during periods of anxiety to assist the child to calm.
- Through consultation with Educational Psychologists, support plans have been put in place to support pupils to improve their emotional and social development. This has included use of calming activities, scheduled calm time at highlighted times, quiet activities at lunchtimes and use of visuals to allow pupils to demonstrate their emotions.
- The SENDCo has completed Bereavement Training, which he has used elements of to support a particular child
- Staff have previously attended training on Mental Health and Well-being and continue to do so

### The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

- The current SENDCO at St Joseph's is Mr Robert Bostock, has completed the NASENCo Award.
- As part of our continuous professional development all staff are made aware of specific types of SEND which they will need to embrace in their planning, teaching and assessing and within the wider social environment of school life. To this end, most staff have had training on Autism, ADHD, Speech and Language, Sensory needs and Behaviour Support provided by a variety of external agencies.
- Staff, including Tas, have received training on SEND, including ASD, ADHD and Dyslexia and have future training scheduled covering a variety of topics, including 1<sup>st</sup> Class @ number, Colourful Semantics and Mindfulness
- Additional Phonics Training (KS1 and EYFS) to support all pupils but in particular those with SEND
- Staff have completed training on addressing Sensory Needs
- Staff have completed training for supporting pupils with Visual Impairments



- Speech and Language support and training throughout the year from school's Speech and Language Therapist.
- In order to support staff in adapting teaching and learning to meet the growing need of speech and language difficulties and social communication difficulties in our school, a number of staff, including the SENDCO, Class teachers and TAs have been ELKLAN trained.
- Specialist medical staff have provided whole staff training for the administration of an Epi-pen for children at risk of anaphylactic shock. This training is revised annually if required.
- Support from the Local Authority Learning Support Service.

### Equipment and facilities secured to support children with Special Educational Needs and Disabilities

As part of our duty to make reasonable adjustments in terms of equipment and facilities to support children with SEND, who attend our school:

- We have a wet room which is equipped with a mechanical hoist.
- Ensure that all entrances and exits are on one level or ramped to facilitate ease of access for wheelchairs and walking frames.
- Purchased Meemo to help improve the Short term and Working Memory of some pupils.
- Purchased I.D.L. to help with pupils reading and spelling and to help identify any children who may be dyslexic.

St Joseph's will make reasonable adjustments to ensure that any child with SEN is fully included in the life of the school should the need arise in the future. This is an anticipatory duty in line with our duties under the Single Equality Act (2010). Interim and annual statutory meetings will highlight and identify the needs. All professionals will be consulted and their views sought and considered.

### How we involve and consult with the parents of children with Special Educational Needs and Disabilities

The relationship we have with all our parents is very important to us. For parents of children with SEND the relationships we build are vital in supporting their child throughout their time at St. Joseph's.

Prior to new nursery starters beginning in September, parents meetings and stay and play sessions take place. These allow staff parents to discuss their child with the nursery teacher.

Prior to children starting in Reception, teachers formally meet alternative nursery providers to discuss support for children who did not attend St Joseph's nursery.

In the Early Years, regular informal discussions take place, in addition too formal parent's evening. Parents are also invited to discuss their child's play plan and will be given copies as new plans are created, so that they can continue to support their child at home. Sometimes communication may be in the form of a telephone conversation.

As a child with SEND progresses into key stages one and two, meetings involving other professionals such as Speech and Language Therapists, specialists from the Learning Support Services, Educational Psychologists, Occupational Therapists or Paediatricians may be called to review progress or discuss a concern. Parents are always invited and involved in these meetings and their views are sought and acted upon. At the Parents evenings in the Autumn and Spring terms, parents are asked to comment on their child's Individual Learning Plan and sign them. During the Summer term, parents are invited into school to comment and sign their child's ILP. We consult Parents again after the ILP's have been reviewed and invite them to an informal meeting to discuss their child's progress in meeting their targets.

### How we involve and consult children with Special Educational Needs

- SEND children are actively encouraged to take part in the After School Sports Clubs.
- As part of our system of target setting, teachers will discuss the targets of the ILP's with children with SEND from key stage one upwards.
- Children are welcome to speak to the Headteacher, SENDCo, any member of staff or other professionals.

### **What should you do if you have a complaint?**

At St Joseph's we work hard to build and maintain good relationships with all our parents and seek to keep them informed about their child. Should a parent of a child with Special Educational Needs wish to complain about the provision made at St. Joseph's they should proceed as follows:

In the first instance please contact:

- The class teacher

Should the matter not be resolved please contact:

- The SENDCo or another senior manager.

If there is still no resolution, please contact:

- The Headteacher, Mrs. R. Hince.

In the unlikely event that the matter is still not resolved, please contact in writing:

- Ms.P Howe, the Chair of Governors via the main school office.

If you are still not satisfied, you may refer the complaint to the Local Authority Director of Children Services and ultimately to the Ombudsman/Secretary of State.

School involves other bodies, including health and social services bodies, local authority support services and voluntary services organisations in meeting the needs of children with Special Educational Needs and in supporting their families

At St. Joseph's we have regular contact with a range of professionals who support teaching and nonteaching staff and families in planning for and meeting the needs of children with SEND.

These include:

- An Educational Psychologist
- Speech and Language Therapists
- The Learning Support team – which provides support for children with social and communication difficulties, Dyslexia, Dyscalculia and Dyspraxia
- Physio Therapist
- School Nurse Team
- Consultant Community Paediatricians
- Occupational Health
- CAMHS (Child and Adolescent Mental Health Services)
- Educational Welfare Services
- Social Services
- Early Help
- Hearing Impaired Service
- Vision Impaired Service
- Youth Justice Service

From September 2014, children who have received a Formal SEN assessment and have been given an Educational, Health and Care Plan will benefit from more holistic support around their family to supports their needs.

Name and contact details of the SENDCo

The school's SENDCo is Mr Robert Bostock.

He can be contacted at St. Joseph's RC Primary School on 0161 921 1890 or by e-mail at [robert.bostock@salford.gov.uk](mailto:robert.bostock@salford.gov.uk)

The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32	
Salford Information, Advice and Support Service (SIASS). Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 778 0343
<u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 793 3275
Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY	0161 778 0410
Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP	0161 607 1671
Educational Psychology Service Burrows House M28 2LY	0161 778 0476
Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA	0161 793 3535
<p>What are the contact details of support services for children with Special Educational Needs and Disabilities in transferring between phases of education?</p> <p>For most children with SEND in St. Joseph's RC Primary School the transition between phases in their education will occur from a pre-school nursery setting to S. Joseph's Nursery or Reception Class in the Early Years; from Early Years to Key Stage One; from Key Stage One to Key Stage Two</p>	

and from Key Stage Two to High School (Key Stage Three). Each transition phase is carefully planned and managed to minimise anxiety and introduce new staff and environments in a positive, supportive manner.

Sometimes it may be necessary to plan a longer, more structured transition into the next phase of education for a child with SEND. In this case, the following contact details will be needed:

Transition from	To	Support Service	Contact details
Pre-school setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		Learning Support Service (LSS)	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
		Learning Support Service (LSS)	0161 607 1671
Key Stage 2	Key Stage 3	Educational Psychology	0161 778 0476
		Learning Support Service (LSS)	0161 607 1671
For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH).			0161 603 4500
For any child who is already in receipt of Social Services and needs Social Care help to support transition at any stage, contact the Children with Disabilities Team.			0161 793 3535
13. Information on where the local authority's local offer is published:  The Local Offer in Salford can be found at:  <a href="https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0">https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0</a>			

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