



## **St Joseph the Worker RC Primary School** **SEN Information Report for Parents & Carers** **Updated September 2024**

### **1. The kinds of special educational needs for which provision is made at the school**

*St Joseph the Worker RC Primary School Mission Statement:*

*“Together as God’s Children, we will learn, love, grow, inspire. Let your light shine!”*

We are an inclusive school that welcomes children and families of all abilities. We encourage all children to achieve their full potential by offering quality first teaching and a wide range of opportunities for learning. As a school we recognise and understand that some children face barriers to learning and offer support and interventions to close the gap and learn to the best of their ability.

At St Joseph the Worker we have a variety of pupil needs including Speech, language and Communication, Visual Impairment, Cognition and Learning and Social, Emotional and Mental Health.

Please see our school’s SEND Policy (Available on our school website) for our full policy on Special Educational Needs.

<http://www.stjosephtheworkerrcp.co.uk/page/policies/2230>

We have an experienced and qualified SENCO who is also our Deputy Head and Deputy Designated Safeguarding Lead with up-to-date SEN knowledge and has a range of experiences of supporting children at all levels of SEN. Our SENDCO also holds the NASENCO award.

We have had experience with pupils who have had a number of disabilities and have experience of physical and personal care. As a school we are working towards the Emotionally Friendly Status. Staff have also received manual handling training to support with mobility needs, advanced sensory awareness training and have experience of working with children with a variety of learning and physical needs.

We train our staff with up-to-date knowledge and support on a regular basis both in house and with external courses including Asthma, Attachment, Autism Awareness, Diabetes, Epilepsy, Emotional Coaching, Trauma informed practice and Hearing Impairment support for children.

We access a range of support from external agencies such as the Learner Support Service, Educational Psychologist team and Speech and Language Therapy Service, Pupil Intervention Team.

We have a purpose built disabled wet room with both electronic and manual hoist facilities. As well as wide doors on all classrooms, in addition to ramps at all entrances and exits so that anyone required disabled access can use all classrooms and exit and enter the building at any point of the school.

## **2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN**

*Defined in the SEN Code of Practice, 2015: A child of school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

We recognise that pupils have barriers to their learning which impact in different ways. *Identification may be through involvement of an external professional working with the child and if a child is struggling to make progress or has a barrier to their learning which impacts on their achievement.*

We value teacher judgements based on knowledge of the child and observations of their strengths and difficulties. Pupils historic progress and/or concerns are explored and working with parents we discuss the concern and work together to explore strategies to overcome and support the child. Staff discuss their concerns with the school SENCO to seek resolutions and problem solve strategies to overcome barriers to engagement and thriving.

We also use formal assessment methods in school to measure progress, this is completed three times annually and pupil progress meetings reflect individual concerns and what support is being given to that pupil.

We use age – appropriate assessments in each class to monitor the children’s progress.

In Nursery and Reception:.

English	WELLCOMM & NELLI – Speech and vocabulary-based programmes measuring pupils’ understanding and developmental use of language.
Maths	In Maths, White Rose Teaching and Assessment Scheme Staff observations and Tapestry records to support the Early Years Profile
All other areas of learning	These are based on skills observed by staff in both free – choice play opportunities and in supported activities. Using Tapestry as an online recording profile to evidence and collect information to record pupil’s individual achievements and progress.

In Key Stage 1, we begin more formal methods of assessment using ability- appropriate activities or tests alongside teacher assessments and judgements.

English	NFER for reading, End of Year KS1 assessments, Teacher Assessments – in line with the End of Key Stage One guidance, Progress through the phonics scheme RWI is monitored half termly.
Maths	White Rose Maths End of Unit Assessments, NFER maths assessments End of Year KS1 assessments, Teacher Assessments – in line with the End of Key Stage One guidance
All other areas of learning	Assessments completed through judgements based on pupil engagement, quality of work completed, ability to complete certain subjects e.g Balancing in PE

In Key Stage 2, we use formal assessments using school tests and teacher assessment judgements

English	NFER Reading Tests, Termly reading progress through reading age bands, End of Key Stage 2 guidance
Maths	White Rose Maths Assessments, NFER Maths assessments End of Key Stage 2 guidance

All other areas of learning	Assessments completed through judgements based on pupil engagement, quality of work completed, ability to complete certain subjects e.g Balancing in PE
<p>For those children in Years 6, they access National Testing for SATS as appropriate and with all tests, we follow good practise guidelines for scribes, extra time and reader support as appropriate to the needs of the child. Children in Year 1, access the National Phonics Test which focuses on word reading ability. Children in Year 4 access the timetables test via the online portal.</p> <p>We also use termly monitoring in reading, mental maths, phonics and comprehension (VIPERS) to monitor progress throughout the year in addition to observations made informally in both the classroom and playground. We track the children’s reading ages three times per year (Autumn, Spring and Summer terms)</p> <p>In the identification process, we monitor the child’s progress and consider any factors which may affect the child and make professional judgements based on their progress:</p> <ul style="list-style-type: none"> <li>• When it is significantly slower than that of their peers starting from the same baseline</li> <li>• When it fails to match or better the child’s previous rate of progress</li> <li>• When it fails to close the attainment gap between the child and their peers</li> <li>• If the attainment gap widens</li> </ul> <p>We use our knowledge of the child, our observations, their feedback, their comments and feelings and the teachers’ judgements as to whether further support is needed. We recognise that on occasion, children do not always make the expected progress we challenge them with, and this may be for a number of factors which are taken into consideration, as we pride ourselves on knowing our children.</p> <p>We track some of our SEND children using B Squared assessment. The Connecting Steps assessment software simplifies tracking, assessing and reporting pupil progress. It focuses on continuous assessment to help pupils achieve their full potential.</p>	
<p><b>3. Information about the school’s policies for making provision for pupils with SEN whether or not pupils have EHC plans, including</b></p> <p><b>a. How the school evaluates the effectiveness of its provision for such pupils</b></p>	

Effective provision for pupils is evident in their progress and attainment. We also believe this is evident in a child's well-being and their social skills. We review our procedures for SEN on a regular basis, through professional discussion between the SENCO and Head teacher about procedures, strategies, suggestions and taking on board feedback from staff, children and parents (Through questionnaires and conversations).

In addition, the SENCO meets with the Educational Psychologist for planning meetings which discuss joint objectives for meeting children's needs, approaches, methods, a plan – do - review cycle and sharing of good practise with recommendations and professional dialogue.

As a school, we offer high quality SEND Provision as we are an inclusive and supportive school. We feel we have knowledgeable and experienced staff who are able to offer advice, support or guidance to parents and children to meet their needs appropriately.

We have a wide range of interventions, strategies and programmes in place which continually develop to the needs of the child or children. Using the assessment tools and any external agency support, both the teacher and SENCO will discuss suitable provisions for the children with parents, who are valued as partners and seen as the pupil's first educators.

We use pre and post task assessments and also analyse progress within an intervention through rates of progress, observations, feedback from staff and the children's application of a learnt skills. At the end of an intervention, progress is monitored through assessment and outcomes, next steps and targets are set.

In line with our assessment policy, the assessment co-ordinator and SENCO monitors trends over time of closing the gap between children with SEND and those without.

#### **b. The school's arrangements for assessing and reviewing the progress of pupils with SEN**

##### **Assessment:**

This is always carried out at their child's level of ability with no additional pressure put on them e.g a child in nursery may be assessed by observation, playing a game, working in a small group on the carpet or 1:1 with age appropriate activities. In addition, we provide support for children who are unable to read a test by offering readers and scribes for those with writing difficulties. For older pupils we use readers, scribes and laptops.

Assessments are all carried out in a familiar environment and the child is always put at ease by having things explained clearly to them (Age appropriate)

Any external assessments e.g Carried out by the Educational Psychologist and other agencies are also at a suitable ability level so that no assessment is provided for the child to struggle, it is always a clear test of ability and skill than difficulty. A show me what you can do attitude is what we focus on with our children.

**Review:**

We hold Parent's Evenings twice a year where parents can raise any concerns or worries as well as find out about progress and targets for their child. For those pupils who are accessing additional support through the Educational Psychologist caseload, we have frequent plan, do, review cycles to look at the child's progress and barriers to learning with strategies that can be in place to overcome them.

If a child is an active case on the Educational Psychologists caseload, there will be initial consultation meeting as well as planned follow up and assessment feedback meetings which parents are encouraged to attend and participate in.

For those children with an EHC Plan, we hold an annual review as well as interim reviews at 6 months or when needed. This ensures that all the agencies involved in supporting the child are aware of their current needs, targets and progress.

In the summer term, we also hold transition meetings for some pupils who have SEND this is between parents, the SENCO and the present and next class teacher for children. These are good opportunities to discuss with parents and staff about their learning in specific relation to their SEND, how their interventions have been effective and chance for the parents to ask questions or discuss concerns with the next class teacher. These have always been well received by parents and have given Staff a good foundation of knowledge about a child's needs before the next academic year begins.

Informal meetings with parents and the class teacher and/or the SENCO are also held to discuss concerns and progress.

This is in addition to formal multi-agency meetings which are held as needed for specific children who may have involvement from multiple agencies.

The SENCO will also contact all parents of pupils on the SEND register towards the end of the summer term and some will be invited to the transition meetings, for where there are multiple agencies and strategies involved with the child or there will be an update for parents via phone about transition concerns and next steps for the new academic year (related to SEND) so that parents have had an opportunity to ask the SENCO any questions they have.

**c. The school's approach to teaching pupils with SEN**

All pupils have the opportunity to experience success in learning and achieve their full learning potential. Teachers plan suitable learning for pupils that are appropriate to their needs.

*All teachers:*

- Set high expectations and provide opportunities for all to achieve
- Take account of legislation requiring equal opportunities
- Take specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.
- Follow advice and guidance from outside agencies to provide the best support within their means to the child
- Use professional judgements and school strategies to monitor, observe, share concerns, follow a plan-do-review cycle to support a child within their class.
- Share information with the SENCO, parents and support staff so that there is clear, consistent communication between all parties.
- Use adaptations to the curriculum and provide suitable inclusive learning opportunities as a matter of good every day practise.
- Set challenging and purposeful targets for the children in their class which are relevant to their learning and academic needs.

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

### Children with SEND

Teachers:

- Will provide quality first teaching and learning experiences for all pupils
- Take account of the type and extent of a pupil's special educational needs in planning and in assessment
- Provide support for communication, language and literacy needs
- Adapt the work to the needs of the class
- Provide challenge and achievable opportunities to succeed
- Help pupils to manage their behaviour, to take part in learning effectively and safely
- Help pupils to manage their emotions and self - regulate so that they are ready to take part in learning

### Children with disabilities

Not all pupils with disabilities have Special Educational Needs. Teachers are pro-active, to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed.

Teachers:

- Plan for enough time for completion of tasks
- Set clear expectations of work to pupil and support staff so that this is achievable and realistic.
- Don't overload pupils with too many instructions
- Identify aspects of programmes of study and targets that may present specific difficulties for individuals
- Are sensitive to the needs of the class and any issues which some pupils may be sensitive to,

#### **d. How the school adapts the curriculum and learning environment**

We adapt the curriculum as appropriate to the needs of the class and any individual children, using professional judgements to ensure that all learning opportunities enrich learning, embed and reinforce key skills and offer challenge to the pupils in the class.

We make changes to the learning environment by using coloured backgrounds on the interactive whiteboards, large fonts and use large, coloured fonts on labels for drawers and around school.

We follow Dyslexia Friendly Strategies and we also follow advice from professionals to sit any identified children such as those with visual or physical needs to sit near the front or whiteboard.



In addition, we make classroom adaptations by ensuring pupils with co-ordination difficulties have pegs on the end of the row, left handed righters do not sit next to left handed as it can cause issues. Fidget toys, concentration aids and sensory resources are also used with pupils to aid in supporting their wellbeing and learning.

**e. Additional support for learning that is available for pupils with SEN**

**\*The list is not exhaustive and different interventions are available as and when appropriate\***

**Interventions we provide are:**

**Early Years Foundation Stage:**

*Buy in Speech and Language Service support for Nursery and Reception children (As identified by qualified therapist)*

*NELLI Catch up Early Language Scheme (Reception pupils)*

*WELLCOMM small groups of pupils or working 1:1 with pupils for targeted language work*

**Key Stage One:**

*Read Write Inc (Streamed groups and Catch up)*

*Teodorescu Handwriting & Early Motor Skills (Pencil skills and emergent writing)*

*Precision Teaching (For sight and word reading skills)*

*Time to Talk*

*Delivery of Speech and Language programmes as directed by a Speech & Language Therapist*

*Social Skills and games*

*Language for Thinking*

*Lego Therapy*

*Attachment*

**Key Stage Two:**

*Circle of Friends (Social Skills from Year 3 upwards)*

*Toe by Toe (Year 3 upwards)*

*RWI phonics catch up*

*Teodorescu Handwriting & Early Motor Skills (Pencil skills and emergent writing)*

*Power of One/Two (Mental Maths recall skills)*

*Precision Teaching (For sight and word reading skills)*

*Social Stories (As appropriate)*  
*Socially Speaking (Year 3 upwards)*  
*Numicon – Closing the Gap (Year 3 upwards)*  
*Dyslexikit*  
*Motor Skills United*  
*Talkabout 1, 2, 3*  
*Feelings and Emotions – Primary Inclusion Team*  
*Language for Thinking*  
*Lego Therapy*  
*Attachment*

**This is in addition to any child specific support such as:**

*Speech & Language Support (As appropriate from therapist recommended programmes)*  
*Physiotherapy support (Using a directed or recommended programme from a qualified therapist)*

*Children all access suitably adapted and challenging work set by their class teacher to meet their learning needs*

**In addition:**

We have a range of after school clubs from football, multi-skills, gardening club, singing, dancing and athletics. These are all available after school with minimal cost.

IT is used throughout the school and embedded within the curriculum. We have a full class set of IPAD's and laptops to use to access online learning.

Additional adults are deployed throughout school to work with identified children in both 1:1 and group situations both inside and outside of the classroom as appropriate to the needs of the children and nature of the activity. Children are supported by interventions, games, extra individual and guided reading opportunities. This is at the direction of Head Teacher, Class Teacher and SENCO.

Coloured overlays, scribes, access to laptops for typing support and pencil grips are also available to children on a needs basis.

**f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum**

For identified vulnerable children we offer Pyramid Club, which is an after school club catering solely for the Social and Emotional Well-being of children in Key Stage 2. This is ran by experienced and trained staff who offer a range of fun, practical and exciting activities for the children in the group.

We encourage all children to participate in after school clubs and offer (Through a rolling programme):

Football Club and Games

Science Club

Lego Club

Jozekidz (School Choir)

Athletics Club

Modern Dance

Multi-skills club

Library Club

Year on Year we offer a range of after school clubs to children on an availability basis

**g. Support that is available for improving the emotional and social development of pupils with SEN**

We have teaching assistants who work with children to offer lots of different interventions and support for their emotional and social development such as:

“Circle of Friends” – Key Stage 2

“Time to Talk” – Reception and Key Stage 1

“Social Stories” – Which are written specifically to the child’s needs as appropriate

We also have resources for “Relax Kids” which enables schools to work with identified children or whole classes on giving self-calming and supportive strategies.

We also teach PSHE (Personal, Social, Health Education) as part of the National Curriculum and take part in National awareness days and weeks such as Children’s Mental Health Week and National Anti-bullying weeks.

In addition, we talk to our children, we listen to them and give them an opportunity to have their voice heard. We work closely with the parents to discuss worries and concerns. We share information with parents and involve professionals if this is the best course of action.

We have a weekly support service of CARITAS which come in and work with our vulnerable and identified pupils in school to support them SEMH (Social, Emotional, Mental Health) Our Named CARITAS worker is: Frances Barlow who works with pupils for a range of needs including family breakdown, anxiety, bereavement and attachment difficulties.

As part of the “i-thrive” offer we have weekly CAMHS outreach support in school using i-reach. Claire Smith is our named Children and Young Person’s Wellbeing Practitioners who work directly with pupils experiencing low mood, anxiety, depression and supports families with strategies to overcome and remove barriers to their child thriving.

We also refer children through the Neurodevelopment Pathway.

In school we also have a nurture room where identified children will spend the afternoon with the SENDCO and an experienced TA.

#### **4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO**

The school SENCO is: Mrs Julieann Jessop – contactable at the school address via appointment and telephone 0161 850 4740

Parents are welcome to email the school email address if they have any concerns which will be passed on to Mrs Jessop, who will respond as appropriate.

The Headteacher is: Evelyn Clayton & The SEN Governor is: Angela Murphy

#### **5. Information about the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured**

Experienced & Qualified SENCO.  
SENCO is a Qualified Mental Health First Aider

SENCO also attended Trauma Informed Practice training  
TA's trained in Phonics and 'Closing the Gap' Literacy interventions.  
TA's trained in General Sensory and Advanced Sensory Techniques  
All staff aware and trained of Attachment difficulties  
All Staff have had Emotional Coaching  
All Staff have had Trauma based training.  
All Staff have had EBSA based training.  
All Staff have had an introduction to relational approaches to inclusion.  
All Staff have had RAMP training.  
All Staff have had Zones of regulation training.  
Knowledgeable staff who have experience in working with children who have physical disabilities, speech, language and communication needs.  
Teachers and TA's trained using Relax Kids – Social, Emotional, Health support programme  
Teaching staff trained on Sensory awareness and processing disorders  
All staff trained on Dyslexia awareness and strategies to support  
Early Years staff trained in Autistic Spectrum awareness and methods to support  
SENCO up to date on LA procedures and policies for SEND – through training and professional development  
A buy in Speech and Language Therapist and an enhanced Speech therapist in school once a month to support pupils and staff

#### **6. Information about how equipment and facilities to support CYP with SEN will be secured**

Children and Young People whom may require access to additional equipment and facilities are able to access this as appropriate to their needs. We have all electronic and manual handling equipment servicing and maintained through an external company on a regular basis to ensure high quality equipment is in place at all times. We also have individual personal care, medical and manual handling plans in place for any children whom may require this; which are stored in the child's file in the school office.

We also have all SEN files stored in a locked away room overnight and there is limited access to these by relevant members of staff as appropriate. All GDPR guidelines are followed, and we ask parents to sign consent to say they give permission for their child's information to be shared with agencies whom they are aware of working with their child.

**7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child**

We actively work with our parents and carers to encourage a close relationship so that we are all meeting the needs of the child in the best possible way. We use informal and formal meeting opportunities to discuss and monitor progress as well as sharing their IEP and One Page Profile with them and discussing strategies to use at home. We have parents evening sessions twice a year as well as having an open-door policy for parents to come and see the teacher to discuss concerns if needed.

Parents are contacted in letter, over the phone and in person to discuss any concerns and we take on board their concerns and feedback, which is acted upon, to ensure that the best care and education we can provide is in place for the children at our school.

**8. The arrangements for consulting young people with SEN about, and involving them in, their education**

We have an active inclusive School and Eco council which include both children with SEN and those without. We use pupil surveys for subject specific areas and also carry out informal SEN pupil chats with the SENCO to monitor the pupils feelings and awareness of their needs.

We use child – friendly IEP’s and One Page Profiles which are written with the teacher and pupil to discuss what the child struggles with and what they feel they need to do to learn and improve on this area of learning. Each child has a pupil profile we states what the child’s strengths and difficulties are. These also include the children’s and parents voice.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school**

The SEN complaint procedure should be described separately from the school’s normal complaints procedure.

Stage 1: The complaint is dealt with at the lowest level possible so if it relates to lack of progress in a subject area, the subject or class teacher responds in the first instance. The complainant needs to feel they have been listened to and all points they raise addressed should be addressed.

Stage 2: The complaint is dealt with by the SENCO or another member of the Senior Leadership Team.

Stage 3: The Head teacher should become actively involved.

If the matter is still not resolved, the complainant **must** put their complaint **in writing** to the **Chair of Governors**.

Stage 4: The Governing Body deals with the matter through their agreed complaint resolution policies and procedures. In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State. It is obviously in everyone's interests for complaints to be resolved as quickly and at as low a level as possible.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children**

We work with a range of professionals and have regular contact with:

Educational Psychologists;

Local Authority Advisory Teachers;

Speech and Language Therapists;

Caritas – Social Worker to support families and identified children;

CAMHS;

Starting Life Well;

Educational Welfare Officers

SEN Caseworkers at the LA for pupils with an Education Health Care Plan

SIASS – Parent Partnership supporting families through the EHCP process

SALT

PIT

LSS

We also use the Early Help Assessment process to work with families who may be experiencing some difficulties to access the appropriate support they may need and setting achievable targets to work towards.

For those children and families that are involved in the Education, Health and Care planning process there are lots of formal and informal meetings in school as appropriate, which will mean that there will be more holistic support around the children and their families to meet their needs.

**11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32**

<p><i>Parent Partnership Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i></p>	<p><i>0161 778 0538</i></p>
<p><i><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</i></p>	<p><i>0161 793 3275</i></p>
<p><i>Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</i></p>	<p><i>0161 778 0410</i></p>
<p><i>Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP</i></p>	<p><i>0161 607 1671</i></p>
<p><i>Educational Psychology Service Burrows House M28 2LY</i></p>	<p><i>0161 778 0476</i></p>
<p><i>Children with Disabilities Social Work Team</i></p>	<p><i>0161 793 3535</i></p>



Salford Civic Centre  
 Chorley Road  
 Swinton  
 M27 5DA

**12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living**

*Sometimes you will want to plan a longer, more structured transition into the next phase of education for a child with SEN.*

<i>Transition From</i>	<i>To</i>	<i>Support Service</i>	<i>Contact details</i>
<i>Setting</i>	<i>School</i>	<i>Starting Life Well</i>	<i>0161 793 3275</i>
		<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 1</i>	<i>Key Stage 2</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 2</i>	<i>Key Stage 3</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>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)</i>			<i>0161 603 4500</i>
<i>For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team</i>			<i>0161 793 3535</i>

**13. Information on where the local authority's local offer is published**

*The Local Offer in Salford (LOIS) can be found at this location:*

[www.salford.gov.uk/localoffer.htm](http://www.salford.gov.uk/localoffer.htm)