

Name of School: St. Joseph's School – a Catholic Voluntary Academy, Rossington



**SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER
FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Brief description of the school
<p>St. Joseph's is a one-form entry primary school with a flourishing nursery. We currently have around 250 pupils. It is Catholic voluntary academy and belongs to the St. Francis MAT.</p> <p><u>St Joseph's Mission Statement</u></p> <p><u>Jesus said, "Do not be afraid."</u></p> <p><i>At St Joseph's, our Mission is to allow everyone to develop to their full potential in the light of the teachings of Jesus Christ. We believe that each individual should be free to grow in a loving and merciful school community, rooted in determination, courage and hard work. By the grace of God each person can be nurtured to fulfil their purpose.</i></p>
How we identify if your child may need additional help and/or has special educational needs (SEND)
<p>At St. Joseph's, we sincerely hope that parents and carers feel they can consult us about any concerns or issues as soon as they arise.</p> <p>We aim to identify children with special needs as early as possible during their school-life, although a concern can be raised at any time.</p> <p>The school's rigorous tracking system clearly identifies children who are not making the expected academic progress and who may have special educational needs. Additionally, our staff are aware of pupils who may be achieving academically, but are displaying other causes for concern, perhaps socially, behaviourally or emotionally, which could ultimately lead to a lack of attainment.</p> <ul style="list-style-type: none">Initially, the class teacher will try to address this by appropriate differentiation of work in the class, and possibly some focused, small group support by the teacher or Teaching Assistant. Concerns regarding behavioural or social issues will also be addressed, initially, by inclusive practice and support within the class and through liaison with parents or carers.If, after these initial strategies have been implemented, the teacher still has concerns, the SENDCO and class teacher will address ongoing concerns with the parent/carer and the child may be identified as needing SEND Support and the child will be placed on the SEND Register.At this time, the class teacher, along with the parents and SENDCO, will then plan more specific, small step, personalised targets.

Advice may also be sought from a number of outside agencies. Dependent upon the child's needs, this might include:

- *Educational Psychologist*
- *Speech and Language or Occupational Therapist*
- *Child's GP*
- *Child Development Clinic*
- *Specialist Advisory Teachers employed by Doncaster Local Authority*

These assessments and expert advice help us gain a greater understanding of the child's needs and assist us in devising appropriate targets or desired outcomes, which will be recorded on a SEND Support Plan, along with details as to how these targets will be achieved.

This usually means that a child receives more individual support or more frequent support in order to meet the targets set. This may be in the form of a specific intervention programme with the class teacher or a Teaching Assistant.

Over time, this will usually be sufficient to ensure that a child either makes accelerated progress and narrows the gap between themselves and their peers, or is able to interact and socialise more successfully, thereby removing the need for SEND Support. This is always the objective. The school does not expect that children will remain on SEND Support indefinitely.

For a very small number of children this intensive support may still not meet their needs. If this proves to be the case, we can request that the Local Authority undertakes a Statutory Assessment of the child's needs. At the end of this, a decision will be made as to whether the child requires an Education and Health Care Plan. If the decision is made to implement an Education and Health Care Plan, extra funding is made available from the Local Authority, which the school will use, in consultation with parents or carers, to support the child in whatever way is appropriate.

How we involve parents and carers in meeting the needs of their child and in whole school developments

At St. Joseph's, we believe that education is a partnership between parents and carers and the school. We share information with parents/carers and ensure that they are involved in decisions around their child. Parents Evenings are held each term to update all parents on their child's progress; if a child is identified as having additional needs and entered onto the school's SEND (Special Educational Needs and Disability) register, the parents/carers are instead invited to a longer termly meeting with the class teacher, and sometimes SENDCO too, to discuss their child's progress and targets for learning. These form the basis of a SEND Support Plan which is used to boost the progress of the child. If other professionals are involved, their advice is sought, and they may also be part of this meeting. If a child has an EHCP, parents are involved through an Annual Review, through termly Review meetings with the class teacher and through close liaison with the SENDCO. Where possible, we try to limit the number of meetings a parent/carer needs to attend in school by ensuring a multi-professional approach.

Regarding whole school developments, the SENDCO is mindful of children with SEND and will ensure that their voice, and that of their parents/carers, is represented.

How we will involve your child in the planning and review of their support
<p>We understand that children need to have a voice in their education, and we record their voice on a one-page profile at the start of each academic year, updating this more frequently if needed. Children are aware of their SEND Support Plans and targets, which are part of a 'Purple Book' which records these and additional intervention work which they do. Children are welcome to participate in SEND Review meetings, and children with an EHCP are invited to complete a booklet prior to their Annual Review which clearly shows their voice across different areas of their life.</p>
How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching
<p>Our teachers are highly motivated to ensure the best progress of all their pupils, including those with SEND. Lessons are well-structured and inclusive, ensuring supports are in place for children with additional needs. Pre-learning is used to support children with SEND in understanding new vocabulary or new concepts. We aim not to limit the progress of our children with SEND, so all children are able to proceed onto special tasks which give the opportunity to show 'greater depth' learning. Where possible, there are additional teaching assistants in class to support children to access quality first teaching if they are experiencing difficulty.</p> <p>At St. Joseph's, we follow the Commando Joe RESPECT curriculum for wider learning. It's aim of "No child left behind" fits well with our school core values, including our approach to children with SEND. It aims to inspire children and teach them skills such as resilience and empathy to help them in life.</p>
How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs
<p>The graduated approach starts at whole school level: teachers are constantly assessing, planning, implementing and reviewing their approach for all of the children in the class. If an additional learning need is identified, individual assessment leads to a growing understanding of the need of the child and barriers to progress. At this stage, we may seek the advice of an Educational Psychologist, or we may undertake further assessment in school such as an assessment for dyslexic tendencies. We will draw on data on the pupil's progress, attainment and behaviour, and will talk with the parents/carers and also the child. We will then focus the assess – plan – do – review process through SEND Review meetings and the SEND Support Plan which identifies key long, medium and short-term targets to work on and how these will be achieved. These are reviewed each term and adjusted to ensure each child makes the best progress that they can.</p>
How we will use the Graduated Approach for SEND in order to provide additional support if your child has social and communication needs
<p>We assess all children individually to understand the need of the child and barriers to success. It may be that parents or carers flag up a particular concern and we respect the fact that they know their child the best. We have developed a good understanding of children with a wide variety of social and communication needs and would put into place communication-friendly or autism-friendly environmental and individual strategies. At this stage, we may refer to Speech and Language therapy if this is needed, and we work hand-in-hand with therapists to help children meet targets. For children who show autistic traits, we may involve a specialist teacher from ASCETS (Autism and Social Communication Education and Training Service) to advise on how best to support in school. Parents/carers</p>

will be involved throughout this process. We will then focus the assess – plan – do – review process through SEND Review meetings and the SEND Support Plan which identifies key long, medium and short-term targets to work on and how these will be achieved. These are reviewed each term and adjusted to ensure each child makes the best progress that they can.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

If your child has physical, sensory and/or medial needs, we will use the graduated approach to provide effective, additional support. We will communicate with parents/carers to establish the needs of the child and will liaise with other professionals such as occupational therapists or specialist teachers e.g. of the deaf. We will assess how these needs are affecting academic progress and how we can support the needs best. We will then focus the assess – plan – do – review process through SEND Review meetings and the SEND Support Plan which identifies key long, medium and short-term targets to work on and how these will be achieved. These are reviewed each term and adjusted to ensure each child makes the best progress that they can.

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

At St. Joseph's, we seek to support good emotional health and wellbeing in all of our children. Wellbeing lessons are part of our curriculum, and we have additional focus on this through theme days. We follow the Ten-Ten Relationship, Sex and Health Education curriculum across school, and this additionally addresses many issues linked with general wellbeing and mental health.

In this area, the parents/carers of a child may flag up the difficulties they are experiencing. A first step may be that a teaching assistant who knows the child well may offer additional support. We also have a Wellbeing mentor in school, who can give regular support as needed and who leads different support schemes such as Mighty Moe for anger difficulties or Rainbows for children who have experienced loss.

If a child's emotional health is impacting on their learning, we will liaise with parents/carers and instigate the assess – plan – do – review process through SEND Review meetings and the SEND Support Plan which identifies key long, medium and short-term targets to work on and how these will be achieved. These are reviewed each term and adjusted to ensure each child makes the best progress that they can.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Our school has disabled access to allow our school community to move around the building, whatever physical difficulty is experienced. Special provision in an emergency situation for children with particular needs is outlined in Personalised Emergency Evacuation plans.

We aim to make each classroom communication friendly, with visual timetables on display and visual prompts used wherever possible, such as when introducing new vocabulary. The needs of children with SEND are considered when teachers make lesson slides – these are dyslexic friendly and have scaffolds for children with SEND to use. Individual teachers adapt the environment and support materials to match the needs of the children in their class. Teachers understand that adaptations to support children with SEND actually support all children.

How we promote developing independence
<p>At St. Joseph's, we are keen to develop independence in all our pupils. Our Commando Joe curriculum is key to developing independent skills, and parents have commented on how they have seen their child develop through this. When we support our children with SEND, we may provide scaffolds which support them to access learning by themselves. Our Maths curriculum is underpinned by a child having access to concrete materials to support abstract concepts. In-class support from adults is given in such a way that children do not develop reliance but that they have confidence that they can access support when needed. Teachers deliver pre-learning so that children with additional needs have a head start for new learning. We place an emphasis on teaching new vocabulary in all our subjects so that children understand. Another way we promote independence is to sit a child who is experiencing difficulty with their learning next to a child who is achieving highly; this way, the child is exposed to high quality language and is also supported by the confident child.</p>
How we measure and review your child's progress against their targets and longer term outcomes
<p>Longer term targets are agreed with parents/carers and are reviewed every two years. These targets are broken down into medium term targets which are reviewed at the end of each year. These targets are broken down further into short term targets which are assessed and reviewed termly. The attainment of every child is assessed each term in Reading, Writing, Maths and SPaG (spelling, punctuation and grammar) and this data is used as part of the assessment. Parents/carers of children with SEND are invited to termly SEND Review meetings as part of this process.</p>
How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND and supporting you as their family
<p>Please see the above sections. In addition, Your Place use our school as a monthly point of access for our families. We engage with Early Help and have a member of staff trained as a Lead Practitioner. Families of children with additional needs can access Early Help for additional support; the SENDCO is happy to advise and to refer. If needed and certain criteria is met, the SENDCO can liaise to apply for short respite breaks.</p> <p>The school liaises frequently with social care and provides bespoke support for children of families engaging with social care.</p> <p>The notice board outside Year 1 contains information to support families of children with SEND.</p>
How we deploy our resources to meet the needs of children with SEND
<p>As a school, we are committed to meeting the needs of our children with SEND, and we will seek to do this to the best of our ability. We are prudent in our use of additional funding to ensure focused support for our children. The SENDCO liaises with parents/carers of children with significant needs to apply for Element 2 and Element 3 funding; any funding given is then used to support these children to make the best progress they can in school. The needs of the children and the effectiveness of support given are constantly reassessed through the graduated approach (assess-plan-do-review cycles.)</p>

How we ensure that all our staff are trained and supported to meet a wide range of children's needs
Our teaching staff participate in regular training to ensure they are familiar with their responsibilities regarding teaching children with SEND and how best to help these children. In addition, staff with additional responsibilities undertake bespoke training, such as autism awareness, mental first-aid, or supporting a student with deafness. The SENDCO co-ordinates training and also cascades training which she has received. Teaching Assistants have regular CPD within school and may access training or support by external providers as required.
How we include children with SEND in the life of our school
Children with SEND are fully involved in the life of our school. Inclusion is an important part of our ethos. The achievements of children with SEND are frequently celebrated when they are chosen as Stars of the Week in our Celebration Assemblies. There are children with SEND who are Class Chaplains. Children are able to access both school activities and extra-curricular clubs. Recently, two children with profound SEND went on our Year 6 residential and participated fully in activities such as canoeing. We discuss the individual needs of the student with parents/carers and seek to make reasonable adjustments to enable children to participate fully in educational visits and residential courses. The SENDCO listens to pupil voice to seek to enable children to enjoy life at St. Joseph's to the full.
How we prepare children and young people to join our school
Children usually join our school in Nursery or Reception, but, whenever they join our school, we seek to talk with parents/carers and with previous educational settings to support the children to settle into life at St. Joseph's. We can provide a social story with photos to help the child to become familiar with staff and day-to day routines. Sometimes, it is possible to build in a bespoke transition with visits into school at key times. For children with SEND, we may arrange for a key worker from a previous setting to come in and spend time supporting the child here at St. Joseph's. We may also attend SEND Review meetings at previous settings to ensure we understand fully about a child's needs and we can continue to work on targets which are in place.
How we prepare children and young people to move on from our school
We have excellent transition arrangements with both Rossington All Saints Academy and McAuley Catholic High School for our Year 6 children who are moving on to secondary school. Children with SEND are offered and supported in attending additional visits to the school, as well as visits with their class peers. If a child is moving to a different placement, such as specialist provision, we support in any way we can to ensure a smooth transition to that school. The SENDCO liaises with secondary schools to make sure they are familiar with the needs of every child with SEND and how to best support. We engage with support available from DMBC – last year, a number of children attended Big Picture to prepare for secondary school, or accessed support sessions in school led by Big Picture.
Contacts for more information
<p>The SENDCO at St. Joseph's is Mrs Judy Bancroft.</p> <p>The Head teacher is Mrs Natalie Kelly.</p> <p>Please contact via the school office admin@st-josephs.doncaster.sch.uk 01302 868098</p>