



St Joseph's Infant School - Special Educational Needs Information Report 2022/23

The SEND Code of Practice (2015) chapter 6.79 stipulates that every school must publish a SEN Information Report which outlines how the school goes about supporting children.

With God's help, we will live kindly, love each other, learn and laugh together

November 2023

The aims of our school are:

- Our children will love learning and will be given a variety of opportunities to develop intellectually, socially, physically, aesthetically and creatively in order to attain high standards and to reach their full potential. They will enjoy working within a stimulating environment which fosters excitement and enthusiasm for learning.
- Our children will reach high standards in numeracy and literacy so that each child works with confidence and enjoyment, whilst being challenged, in these key areas of learning.
- Our children will learn to respect the environment and have an appreciation of what is beautiful, taking time to reflect and become aware of the responsibility that we have as stewards of the world around us.
- Our children will establish a healthy lifestyle becoming equipped to adapt to an ever-changing world and work environment. They will confidently acquire ICT skills.
- Our children will become self-disciplined, having high expectations of themselves, becoming confident and articulate in a range of situations and have an optimistic view of life.
- Our children will have the skills and confidence to question, having inquiring minds, and develop a sense of identity within the school community and in our multi-ethnic society. They will develop an ability to empathise; recognising their own strengths and the strengths of others.
- Our children will show respect to others, being considerate of the views of others and their beliefs whilst valuing open and honest communication. We value working with parent and community support, providing a broad and balanced curriculum developing children morally, socially, culturally and spiritually.

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need-this means doing everything they can to meet children and young people's SEN.”

(SEND Code of Practice 0-25 years)



How does the school know if children/young people need extra help and what should I do if I think my child or young person may have special educational needs?

Children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaisons with previous schools or pre-school settings
- Children performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/sensory issue, speech and language
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority

If parents / carers have concerns that their child may have special educational needs, you are encouraged to talk to your child's teacher initially. Alternatively, or additionally you may wish to make an appointment with, the School's SENCo (Special Educational Needs and Disability Co-ordinator) either through the school office, by phone or email.

How will both you and I know how my child/young person is doing? How will school staff support my child and how will you help me to support my child/young person's learning?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- Our SENCo will oversee (along with the class teacher) the progress of any child identified as having SEND.
- There may be a TA (Teaching Assistant) or HLTA (Higher Level Teacher Assistant) working with your child either individually or as part of a group. The content of support will be explained to parents as part of a child's bespoke programme of learning and is reviewed and updated during termly review meetings.
- The school uses the online system, Provision Map, to log the support placed for individual children, including their learning plans.
- The class teacher will meet with you formally during parent / teacher evenings in order to discuss your child's progress and the support that they are receiving. Targets will be discussed through sharing the child's learning plan and ways that families can support their child's learning at home.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENCo to discuss support in more detail if required.

How will the curriculum be matched to my child/young person's needs?

- Our school strives to provide an engaging and exciting curriculum for all children. Your children's teacher will plan for the variety of needs in the classroom providing appropriate task and achievable outcomes (Please see our Teaching and Learning Policy for more details).
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this



might mean that in a lesson there would be three different levels of work set for the class, however on occasion this might be individually differentiated

- For children with SEND, the teacher may provide different resources or there may be an adult to assist a small group of children to complete the task as independently as possible.

How is the decision made about what type and how much support my child/young person will receive? How are the school's resources allocated and matched to children's/young people's special educational needs?

- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate. The school follows the graduated approach outlined in the Special Educational Needs and Disabilities Code of Practice (2015) (see SEN Policy)
- Children with SEND will have access to the appropriate resources needed in order to help them make progress e.g. phonic mats, coloured overlays, wobble cushions
- The child's view is consulted through self-assessment, pupil voice and questionnaires.
- The SENCo reports to the Head Teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEND, Steve Williams, also meets regularly with the SENCo. They report on their visit to the governors to keep them all informed.
- The governors agree and approve priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support they need in order to make progress. This will include resourcing appropriate equipment and facilities.
- Access arrangements that can be put in place for end of key stage tests will be discussed and agreed by Head Teacher, parents, class teacher and SENCo. This is formally recorded.

How will my child be included in activities outside that school classroom including school trips?

- The school is committed to providing effective learning opportunities for all pupils. As outlined in the National Curriculum statement on Inclusion, the school aims to:
 - set suitable learning challenges
 - respond to pupils' diverse learning needs
 - overcome potential barriers to learning and assessment for individuals and groups of promote equal opportunities
 - celebrate diversity
 - All pupils are encouraged to take pupils.
 - enable all children to achieve to their full potential.
- part in school activities, including school council, class monitor posts, clubs and school trips. If necessary, support will be provided to enable all pupils to be included in any school activity. This could be included in the Schools Risk assessment.
- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that his is successful and may discuss in advance with parents.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of clubs are provided before and after school. We aim for these to be as inclusive as possible. Where possible we include free clubs to ensure that all children have access to extracurricular activities.



- Breaks and lunchtimes can be challenging for some children and support and/or alternative arrangements may be needed to make these times successful. Each child's needs will be considered on an individual basis.

What support will there be for my child's overall well-being?

- We employ a Family Liaison Officer – Miss Tasha Huff – who supports children and families with their overall wellbeing. She can be contacted by calling into the office or by emailing nhuff@stjosephscejunior.school
- The class teacher has overall responsibility for the pastoral, medical, social and emotional care of every child in their class. They are the first point of call for the children and parents in their class.
- For pupils requiring support with social or emotional needs, the school can call upon the Chichester Locality Mental Health Liaison Practitioner who is a qualified Primary Mental Health Worker. Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENCo and the Head Teacher.
- The school employs two play therapists. Parents and teachers can refer pupils who would benefit from this support to the Head Teacher or SENCo. This provision is discussed with parents who are offered the opportunity to meet with the play therapist periodically.
- The school has a qualified ELSA (Emotional Literacy Support Assistant). Referrals to the ELSA can be made by class teachers in consultation with parents. Please speak to your child's teacher for further information.
- For children with medical needs a 'Care Plan' is drawn up and reviewed regularly. The School Nurse supports the school and parents/carers to ensure that this covers the child's range of needs.

The administration of medicines:

- The school has a policy regarding the administration and managing of medicines, which is available on our school website.
- Parents need to contact the school office if prescribed medicine is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must be completed by the parent/carer and medicines handed in to and collected from the school office.
- First aid trained staff oversee the administration of any medicines. Another member of staff will always witness any administration.

Behaviour and inclusion support:

- The school's behaviour policy is available on the school website.
- If a child has significant behaviour difficulties, a Behaviour Plan is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with parents.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head Teacher and discussed with families if this becomes a concern.
- The school are also able to support families in contacting other agencies who can provide appropriate support. For example, an Early Help Plan can be set up to provide appropriate support.



The views of the child:

- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the School Council as well as hold other positions of responsibility.
- If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate)
- In addition, both our ILP/ABC forms seek to capture the child's voice, valuing their input.

What specialist services and expertise are available for access by the school?

- Our school employs two play therapists.
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including:
 - Learning and Behaviour Advisory Team
 - Autism and Social Communication Team
 - Health Services / School Nurse / Community paediatrician (Child Development Centre or CDC).
 - CAMHS (Child and Adolescent Mental Health Service)
 - Educational psychologists
 - Speech and language therapists
 - Occupational therapists
 - Children's Services including The Integrated Prevention and Earliest Help Service
 - Social workers

What training have the staff supporting children with SEND had or are having?

Each staff member undergoes a program of continual professional development. This includes school training days and staff meetings. In addition, training in the following areas has been completed:

- First Aid
- Speech and Language therapy
- Autism
- Behaviour Management
- Emotional Resilience
- Dealing with Anxiety
- Fine and Gross Motor Skills
- Mental Health and Wellbeing
- Social Stories
- Sounds Write Phonic intervention

How accessible is the school environment?

- Our school has an accessibility policy which is reviewed regularly. This plan describes how we will improve access to the physical site, curriculum and to information.



- As part of this review, we ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language.
- Accessible toilet facilities are available within our school.
- If you have specific access queries or concerns, please speak with us.

How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education?

- When you apply for a place for your child at the school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.
- At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place.
- Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

How are parents involved in the school? How can I be involved?

- Parents are involved right from the beginning of any discussions about their child and this will take the form of ongoing structured conversations.
- Parent/Carers are involved in the school through Parent / teacher consultation evenings.
- Volunteering as a parent governor
- Volunteering in school. Please speak to your child's teacher or the Head Teacher, DBS clearance will be needed.

Who can I contact for further information?

- The first point of contact is your child's class teacher.
- General information relating to SEND can be found on the school website, including the SEND policy.
- Further information is available from Mrs Pennicott, our trainee SENCO, who you can email at hpennicott@stjosephscejunior.school or contact via the school office.
- You might also wish to visit the following websites:
 - West Sussex County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at <https://westsussex.local-offer.org>
 - Contact IASS - Information Advice and Support Services Network (formerly Parent Partnership Service) at <https://westsussex.local-offer.org/services/7>
 - Contact West Sussex Parent Carer Forum <http://www.wspcf.org.uk/>

What the SEND Code of Practice says should be included in a SEN Information Report?

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education



- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school