

St. Joseph's Infant and Junior Schools

Special Educational Needs and Disability Information Report



St. Joseph's
Catholic Infant
& Junior Schools
Birtley

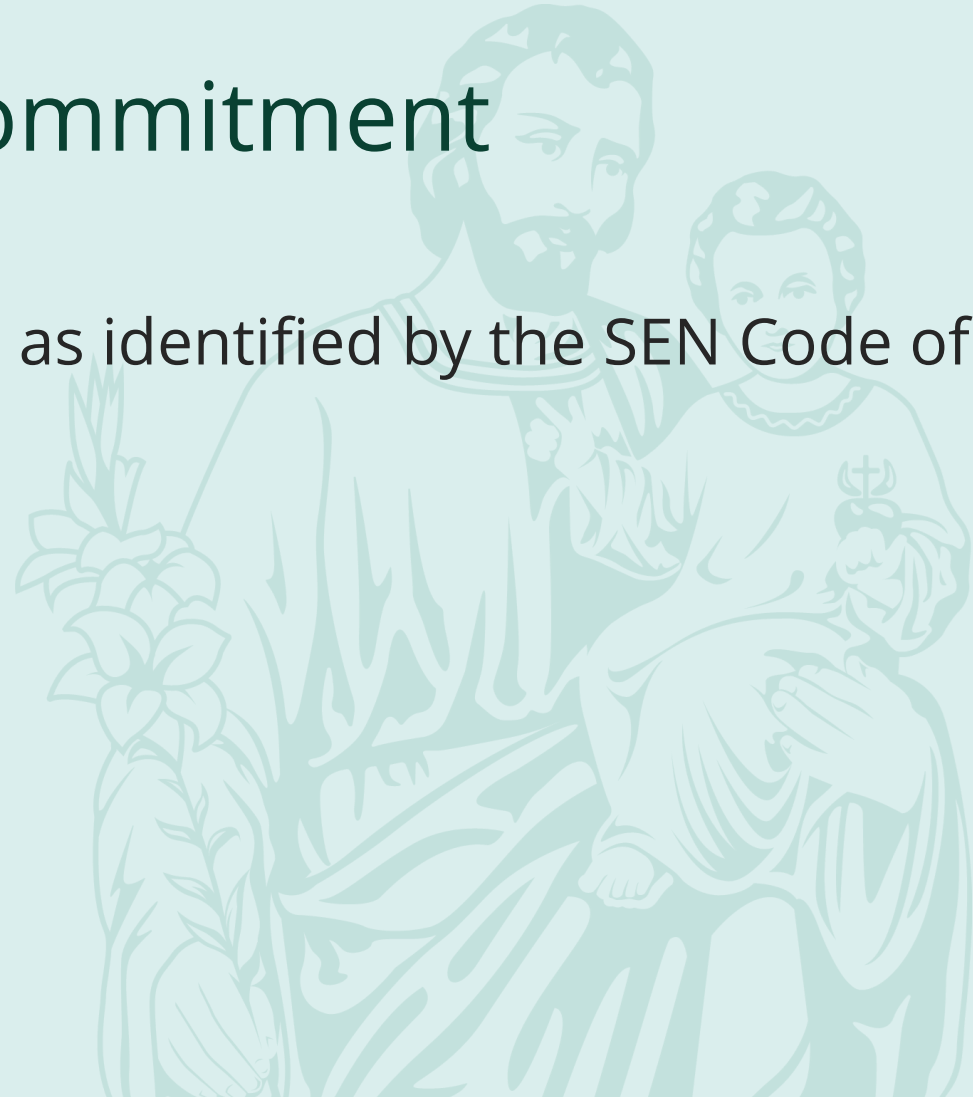


SEND Local Offer – Our Commitment

We cater for the broad areas of SEND – as identified by the SEN Code of Practice (2020).

These are:

- Cognition and learning
- Communication and language
- Social, emotional and mental health
- Sensory, physical and medical needs



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SENDCOs

St. Joseph's is privileged to have four qualified SENDCOs employed at the school:

Mrs Swaddle (Executive HT)

Mrs McConnell (Assistant HT) leads SEND at St. Joseph's Catholic Infant School

Mrs Snaith leads SEND at St. Joseph's Catholic Junior School

Mrs Nutton (DHT) (currently on maternity leave)

Contact details – FAO SENDCO:

St. Joseph's Catholic Infant and Junior Schools, Birtley

teachers@sjib.bwcet.com (Infants) teachers@sjib.bwcet.com (Juniors)

0191 4102324 (Infants) 0191 4102231 (Juniors)



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Roles of SENDCO

Our SENDCOs oversee the *strategic and inclusion* components of SEND e.g. classroom inclusion of SEND pupils, annual review cycles, intervention strategies and liaison with the multi-disciplinary team.

Our SENDCOs also lead and support *operational* components of SEND e.g. supporting SEND meetings, register updates, new referrals or submitting applications for EHCPs.

All SENDCOs are Designated or Deputy Designated Safeguarding Leads.



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What is SEND?

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made, beyond that normally available to children of the same age.

Section 6.15 of the Code of Practice gives more detail.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



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Identification of needs

General assessment in Early Years takes place as soon as pupils are admitted via the Reception Baseline.

Other assessments may take place in other areas e.g. to identify pupils' speech, language and communication needs or physical needs.

Pupils are monitored via the schools' general assessment cycles in all areas of the curriculum. If required, additional assessment in the four areas of SEND can be conducted.



Identification of Needs:

Ongoing assessment for/of learning in the classroom assessed via pupil progress meetings, parents' evenings or ongoing monitoring conducted by the senior leadership team.

- Need identified

Need identified by teacher or SENDCO based on attainment/achievement. Liaison with SENDCO occurs and where necessary, intervention is implemented in consultation with parents and teachers.

- Wave 1

Depending on the nature of intervention and frequency, external agency involvement may occur – e.g. referral to Educational Psychologist, Speech and Language Therapy, High Incidence Needs Team. Pupil support plans will be devised by the class teacher and SENDCO and targets monitored.

- Wave 2

Depending on the outcome of the issue or nature of the difficulty, the children may either be placed on a monitoring register or the SEND register. Parents will be informed of ongoing progress.

- Wave 3



Identification of Needs:

Depending upon progress, a consideration of statutory assessment for an Education Health Care Plan may be required.

- Wave 4

- Wave 5

If an Education Health Care Plan is awarded, the school will be awarded additional funding to notional SEND budget to support the child's additional educational needs.



Classroom support

There may be occasions where your child receives additional support in the classroom – this does not mean they have SEND.

When children receive consistent additional support in the classroom from either a teacher and/or teaching assistant, and significant differentiated support, then they may begin to demonstrate signs of SEND – your child's class teacher will liaise with you to discuss this, if this is the case.



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Once needs have been identified

Parents will be consulted and a discussion with the class teacher and/or SENDCO will take place.

A pupil support plan (PSP) will be formulated with agreed targets and individual support identified.

Where necessary, external liaison with the wider multi-disciplinary team will take place to ensure a thorough and holistic assessment of your child's needs.

You may receive a letter

Within your letter, it will define what 'stage' your child is at and what support they receive.

Stage 1 pupils have access to the following provision:

- ⌚ Specific strategies to support your child in the classroom (*reasonable adjustments*).
- ⌚ Low-level interventions to support their needs. This could be phonics, writing, maths, emotional literacy support etc.
- ⌚ Monitoring of progress by SENDCO half-termly.

Stage 2 pupils will have access to stage 1 provisions plus:

- ⌚ Regular intervention, or additional support from a teacher or TA.
- ⌚ A one-page personalised profile, which outlines the child's strengths and needs.

You may receive a letter

Stage 3 pupils will have access to stage 1 & 2 provisions plus:

- 🕒 ***Name is on the legal SEN (K) register.***
- 🕒 May have current specialist service involvement (e.g. Educational Psychologist, CYPS, Speech and Language etc.)
- 🕒 Receive longer term interventions and require additional support from a teacher or a TA.
- 🕒 An SEND Support Plan is in place, which outlines specific targets to support the needs of the child, which are reviewed on a regular basis and updated twice a year (December and June), alongside discussions with outside agencies (if appropriate) and parents and carers.

Stage 4 provisions are for those children who require further specialist support and potential funding to ensure their needs are met. At this stage a request for a statutory needs assessment is submitted to the Local Authority (LA) SEND Team.

Stage 5 the request for a statutory needs assessment is successful and an Educational Health Care Plan (EHCP) has been awarded. Please note, EHCPs are only awarded for children with the most complex needs in the LA.

Arrangements for consultation

It is vital that pupils, parents and teachers have a voice and they are consulted about their child's education.

Feedback consultation surveys will often take place throughout the academic year.

Pupils are consulted every time their pupil support plan is updated (biannually). Their feedback is important and it is important that their voice is taken into consideration, when planning SEN provision.



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Pupil support plans – support and inclusion

Some pupils will receive a very detailed pupil support plan, which outlines their provision. We will always seek to capture your child's voice and your voice and any feedback from the class teacher on the plan.

Some pupils will receive a 'One Page Profile' which summarises their needs and support.



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SEND Support Plan

Image of child.	Name:	Year Group: (Including Teacher & TA)	Currently working at: <i>(This section should only be completed if an area of need is 'Cognition and Learning' – please put N/A if not applicable)</i>		Target for next review.	Date:	Review Date:
			Reading:	1.			
			Writing:	2.			
			Maths:	3.			
Area/s of need:		Please state order of need, if more than one. Numbering from 1-4, if needed.		External Agency Involvement: <i>(please highlight as necessary and include name the practitioner – if applicable)</i>			
Communication and interaction.				<ul style="list-style-type: none"> • HINT • LINT • SENIT • SEND Team • TAF • CYPS • Other: 			
Cognition and learning.							
Social, emotional and mental health.							
Sensory and/or physical (and or medical)							
Additional Notes: <i>(in this section you could include general likes and dislikes, or additional key information that will help any adult further understand the needs of the child)</i>							





SEND Support Plan

Area of need: Cognition and Learning

Longer term outcome:

PfA link:

Steps toward outcome	Intervention and support activities	Group size, staff ratio, who will carry out this support?	How often will this happen?	How will this be monitored and when?	Evaluation/Impact

Area of need: Social, Emotional and Mental Health

Longer term outcome:

PfA link:

Steps toward outcome	Intervention and support activities	Group size, staff ratio, who will carry out this support?	How often will this happen?	How will this be monitored and when?	Evaluation/Impact

Pupil Voice:	Answers:
What do you like/admire about yourself?	
What are your strengths?	
What do you find tricky within school?	





SEND Support Plan

What helps you to learn?	
What is important to you now and in the future?	
Any other comments?	

	Comments:
Parent/Carer	<div>Signed: _____ Date: _____</div>



Arrangements for assessment and progress analysis

Assessment takes place in a several ways:

- Informal observation
- Formal observation
- External agency involvement
- Access to several standardised tests, so pupils can be assessed against the national picture, of peers in age-related ways
- Where possible, pre/post-intervention testing
- Rating scales for confidence/achievement
- Comparison in pupils' subject curriculum exercise books



Our approach to inclusion in the classroom

Quality-first teaching is the primary method that we use to deliver the education of those with SEND.

Evidence tells us that high-quality teaching and learning is the best way to support the learning of SEND pupils.

Where necessary, pupils may receive adapted provision to enable them to access the curriculum at a level that is suited to their ability.

Quality-first teaching is progressive and caters for children's needs in the short, medium and long-term.



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Inclusion strategies in the classroom

Teachers are professionals who have access to a wide toolkit of resources to support pupils and those with SEND.

Teachers use a variety of inclusion strategies in the classroom, daily, to support pupils' access to the curriculum and where necessary, the curriculum is adapted to ensure it is accessible for those with SEND.



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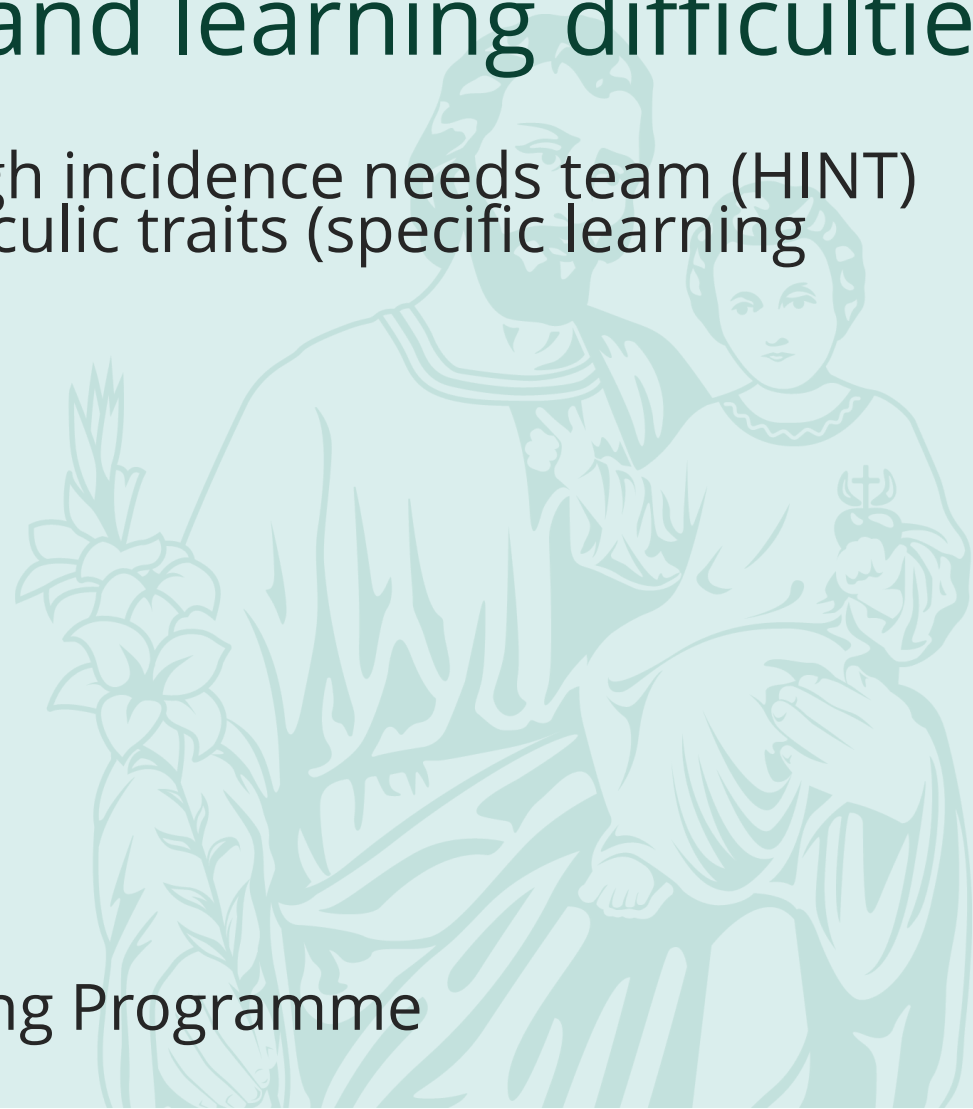
Inclusion for cognition and learning difficulties

- Adaptation and/or differentiation – when required
- Clicker 8 software packages
- Dictation applications
- Simplified texts
- Cloze procedure
- Support/prompt cards
- Paired work
- Translation applications
- Pre/post-teaching of vocabulary
- Access to tablets/iPads to facilitate technology use



Intervention for cognition and learning difficulties

- *Low incidence needs team (LINT)* or High incidence needs team (HINT) support for dyslexic traits and dyscalculic traits (specific learning difficulties)
- Pre/post-teach sessions
- Boosting Reading Potential
- Early literacy intervention
- Listening and attention workshops
- Early mathematics intervention
- Inference intervention
- Mathematics reasoning support
- First Class at Numbers
- Catch-up support via National Tutoring Programme

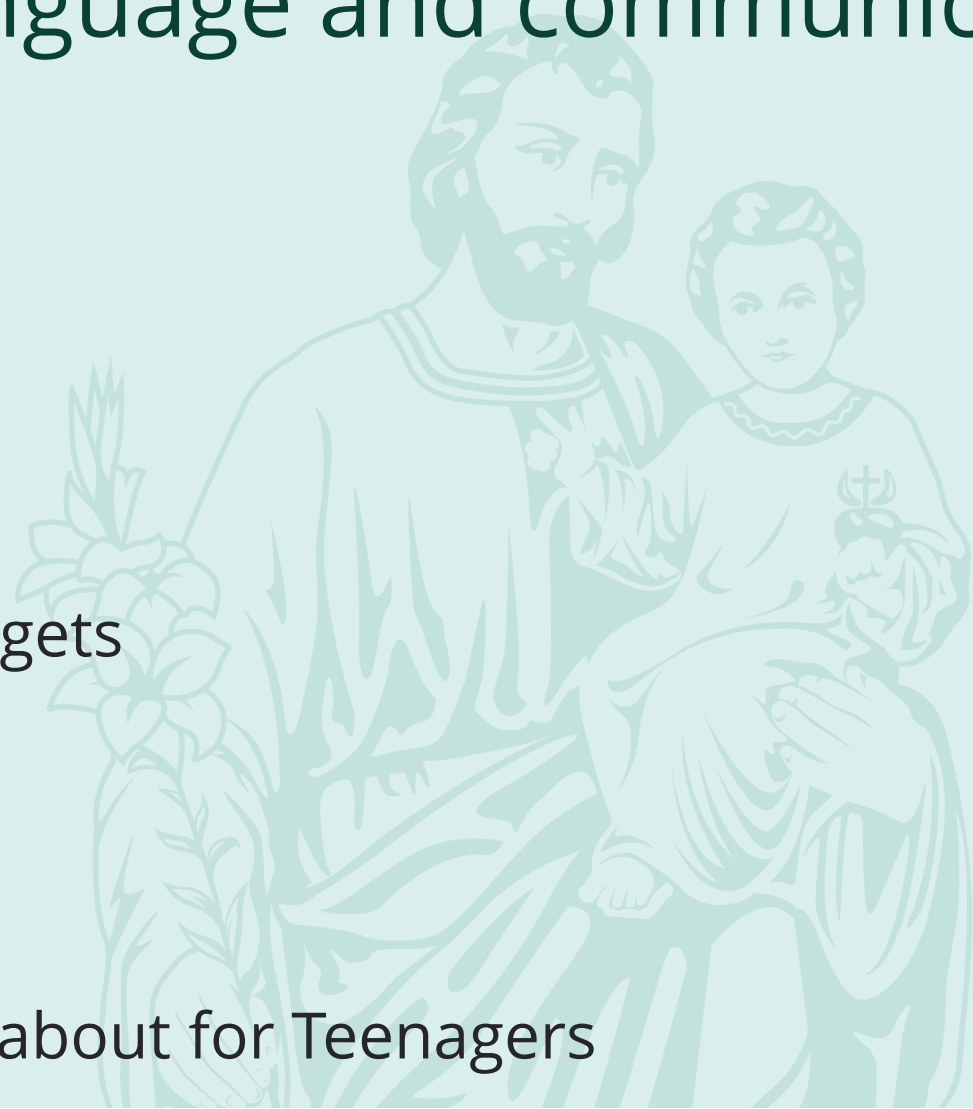


Inclusion for speech, language and communication needs

- Staff being involved in pupils' play in Early Years – facilitating language development, sentence construction and intelligibility
- Use of Colourful Semantics to promote sentence length
- Consistent approach to phonics to develop pupils' phonological awareness
- Communicating in Print resources
- Staff trained in Makaton
- Picture Exchange Cues (PECS), where required

Intervention for speech, language and communication needs

- Building Early Sentence Therapy
- Nuffield Early Language Intervention
- Colourful Semantics
- BLAST
- Black Sheep Narrative Programme
- Specific time devoted to SALT NHS targets
- Language For Thinking
- Word Aware
- Time to Talk
- Socially Speaking
- Talkabout/Talkabout for Children/Talkabout for Teenagers



Inclusion for social, emotional and mental health needs

- A rigorous approach to relationships and health education
- A concise weekly programme addressing SEMH needs
- Play facilitators at lunchtime and playtime, helping to promote positive interactions between pupils
- Commando Joe's teamwork and leadership building activities
- Breakfast club
- Independent workstations
- Now and next boards and visual timetables



Intervention for social, emotional and mental health needs

- Specialist trained 'Emotional Literacy Support Assistants' in school
- Socially speaking
- Co-constructed play situations
- Lego Therapy
- Peripatetic music lessons
- Talkabout/Talkabout for Children/Talkabout for Teenagers
- Liaison with external professionals e.g. CYPS/Educational Psychology Service
- Staff have received specialist training in SEMH conditions



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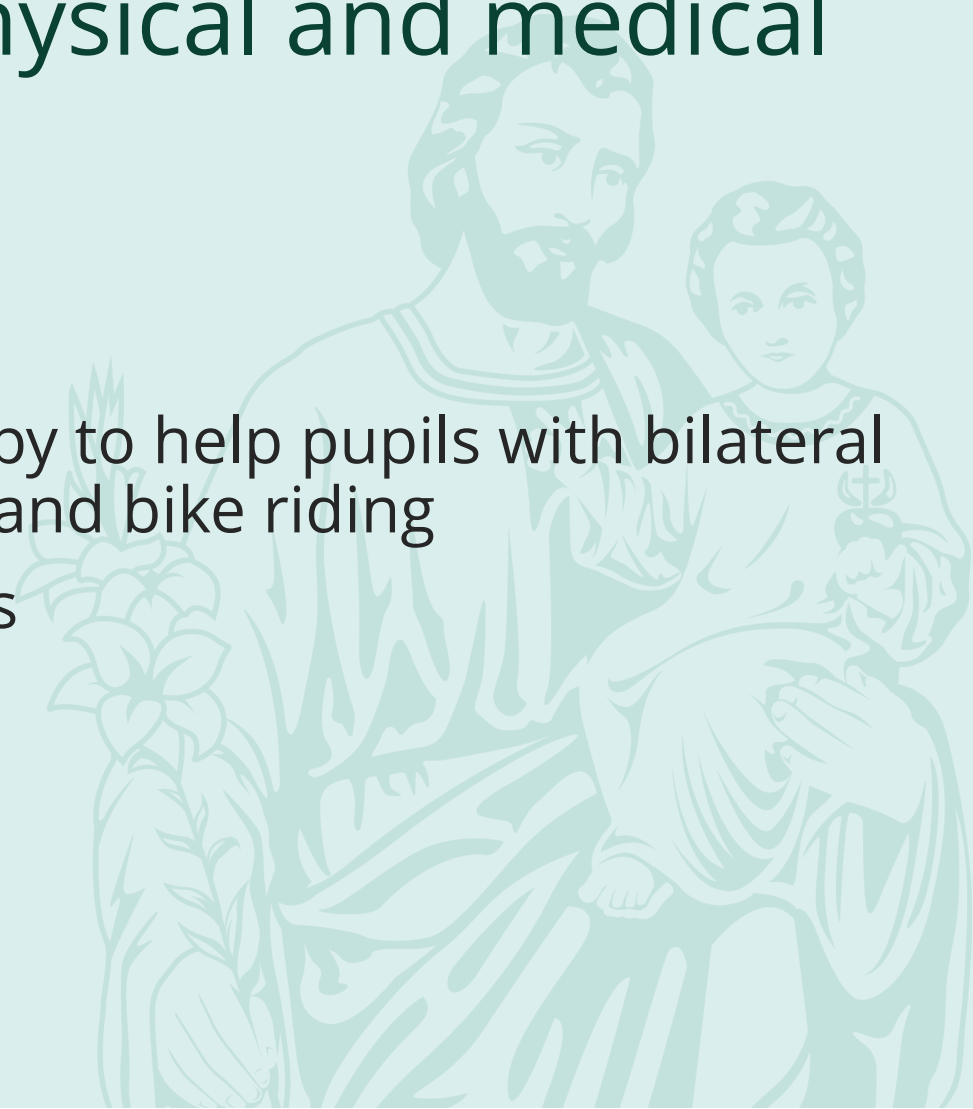
Inclusion for sensory, physical and medical needs

- An accessible site – all on one level – or ramp access
- One floor accessible stories
- High-quality facilities and ease of access to toilets and outdoor provision
- Challenging play-equipment to develop pupils' proprioception and gross/fine motor skills
- Supportive staff who are well-versed in providing for those with sensory difficulties
- Access to LINT for those with visual impairment/hearing impairment
- Access to Royal National Institute for the Blind Booksharing
- Staff access to training



Intervention for sensory, physical and medical needs

- A quiet access space in the library
- Handwriting programmes
- Close liaison with Occupational Therapy to help pupils with bilateral integration difficulties e.g. scootering and bike riding
- Headphone/noise reduction strategies
- Knowledgeable staff



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Measures to prevent bullying

Play facilitators (staff) support playtimes and lunchtimes – the aim is promote and model effective social, emotional and behavioural skills.

Social inclusion interventions and a rigorous Relationships and Health Education (RHE) strategy ensure pupils access weekly support.

Developing SEND literacy in pupils through acceptance, sensitive and supportive whole-class education.



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Parents' Evenings

In addition to PSP discussions, parents will be invited to parents' evenings – occurring in the autumn and spring terms.

An optional parents' evening occurs in the summer term for those who would like to discuss their child's report in more detail.



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Assess, Plan, Do, Review

Pupils in receipt of a SEND Support Plan will regularly access the above cycle as addressed in the SEND Code of Practice

Targets will be set and reviewed frequently, with written communication to parents occurring twice a year.

Parents will be asked for their comments.

This helps to formulate evidence of a child's need, and if required, will be used to inform an Education Health Care Plan request.



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Education Health Care Plan Requests

Where your child receives support, over and above ten hours of statutory provision provided by school's notional budget, then we may suggest applying for a statutory assessment of your child's needs.

This is a lengthy process and we refer you to the SEND Code of Practice (2020) for further information.

[SEND_Code_of_Practice_January_2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/86226/SEND_Code_of_Practice_January_2015.pdf)



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Supportive wider professional networks:

Child and Young People's Service

Child Development Team

Early Help Assessment Team

Emotional Literacy Support Assistants

Educational psychologists

General Practitioner and Paediatrician
liaison

Health Visiting Team

High Incidence Needs Team

Language and Communication Team

Low Incidence Needs Team

Local Authority SEND Support Service

Occupational Therapy

Public Health School Nurse

SENDIASS – SEND Independent Advice
and Support Service

Sensory Team

Social Worker

Speech and Language Team



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*Staff will liaise with you, if it is felt
your child, will benefit from access
to the wider multi-disciplinary
team.*



Staff training and support

All teaching staff receive regular training delivered by in-house specialist staff or external experts.

Staff receive regular training in:

Adverse Childhood Experiences

Autistic Spectrum Disorder

Fetal alcohol syndrome

Selective mutism

Global developmental delay

Dysfluency

Speech, language and communication needs

Sensory integration difficulties

Inhaler use

Auto-adrenaline injector devices

Pupil support plans

Intervention strategy updates

Makaton trained staff

Precision Teaching

Phonics



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Prematurity

Prematurity (gestational age less than 37 weeks) impacts on birth-weight, which is often one of the biggest risk factors for SEND development.

It is important for staff to know if your child was born prematurely and whether your child received any specialist care in their baby and toddler years. It is vital that you inform staff if your child was delayed in meeting their developmental milestones.

You will have an opportunity to discuss this at your induction meeting with child's class teacher.



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Accessibility Plan

The school's accessibility plan is available to view at on our website:

Our sites are primarily can be accessed by wheelchairs.

One large ramp links the building to the main yard.

Where necessary, we have purchased specialist equipment e.g. Phonak audio devices - to support those with additional needs.



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Are you concerned about your child?

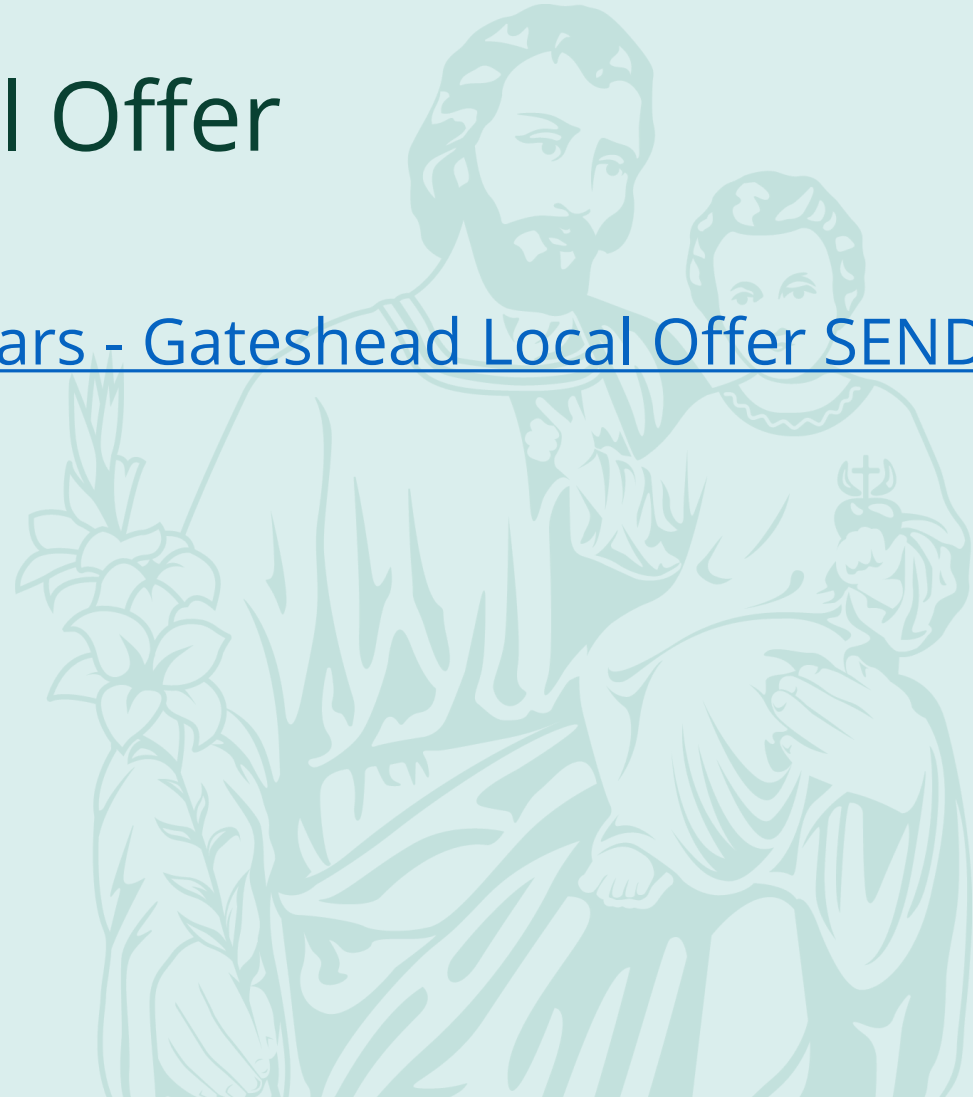
If you are worried about your child's progress in any way, then you should first talk to your child's class teacher.

If your child's teacher is concerned, they will talk with you at the earliest opportunity.

Where necessary, the class teacher will organise a meeting with the SENDCo and parents.

The Local Authority's Local Offer

[Gateshead Local Offer SEND 0 to 25 Years - Gateshead Local Offer SEND 0 to 25 years \(gateshead-localoffer.org\)](http://gateshead-localoffer.org)



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Concerns or Complaints

Should you have any concerns about the support that your child is receiving, we hope that you will feel able to approach your child's class teacher, in the first instance, or the SENDCo to discuss this.

They will be happy to meet with you and work together with you to help resolve any issues or concerns that you may have.

Our SEND Governor – T. Spain - can also be contacted separately through the email address:

FAO T. Spain – Assigned Governor for SEND

info@sjib.bwcet.com (Infants) info@sjjb.bwcet.com (Juniors)



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Complaints Policy

Parents of those with SEND speak favourably about the provision and support that St. Joseph's offers to its pupils.

We will also always be pleased to hear from you about any aspects of our provision that you feel are working particularly well.

We will always try to arrange a meeting at the earliest possible opportunity should you have any concerns about SEND provision.

However, if there are still unresolved issues, you may wish to make a formal complaint according to the procedures set out on the St. Joseph's website.



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Longevity of the 'SEND label'

Remember, some children will often have short-term SEND needs and may be removed from the SEND register – this is good news and can be done with effective intervention and good pupil engagement - in some circumstances.

However, some SEND conditions develop into long-term conditions or some medical conditions may mean that a child will have SEND needs from birth.

There is much debate about whether 'SEND' is a helpful term to describe those with additional needs – we aim to promote inclusion and intervention, wherever possible, regardless of the SEND label.



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Thank you

Engaged parents typically have higher aspirations for and expectations of their children and become part of the educational process, facilitating and supporting extended learning opportunities at home and widening experience (Harris and Goodall, 2007).

Thank you taking the time to read St. Joseph's SEND Information Report.

We aim to develop and foster positive pupil, school and home relationships and look forward to working with you.



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