

Name of School: St Joseph & St Teresa's Catholic Primary School

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



The information set out below will be added to Doncaster LA's Local Offer site located under 'Information, Advice and Guidance' (then under 'Schools and Alternative Provision'). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

*All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). **This document reflects the changes within Doncaster Local Authority in the 2020-2021 academic year with the introduction of the Graduated Approach for SEND.***

Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school

(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)

The SEND code of Practice delivers a strengthened right to a mainstream education for children with SEND.

At St Joseph & St Teresa's school we recognise that all children with SEND have a right to be educated therefore, ability plays no part in the selection criteria and children's needs and abilities are not considered negatively when determining admission.

St Joseph & St Teresa's is a smaller than average-sized primary school, with 152 pupils on roll, from 3yrs -11yrs. It is a voluntary aided school.

The school is federated with Our Lady of Perpetual Help Primary School. The two schools share a governing body.

Both schools have their own Heads of School and share an Executive Head: Mrs Diane Collins.

The vast majority of pupils are of White British heritage. A few are of other minority ethnic backgrounds and a small number speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is roughly in line with national average.

The proportion of pupils deemed disadvantaged and supported through the pupil premium is below average. These pupils include those who are known to be eligible for free school meals and those children who are looked after by the local authority.

School Mission

The Mission of our school is to grow as a community through Faith in God, giving Love and Respect to all.

How we identify if your child may need additional help and/or has special educational needs (SEN)

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is, provision different from or additional to that normally available to pupils of the same age' (SEN Code of Practice, 2014).

The Code of Practice identifies 4 broad areas of need:

1. *Communication and interaction*
2. *Cognition and learning*
3. *Social, emotional and mental health difficulties*
4. *Sensory and/or physical needs*

- We know when pupils need additional support if:
- Concerns are raised by Parents/Carers

- Concerns are raised by teachers and school staff
- Concerns are raised by outside agencies
- There is a lack of progress evidenced in classroom observation and assessment
- There is a change in the pupil's behaviour
- A pupil asks for help

We have high expectations of our children. Progress is closely monitored each half term using formal assessments and also through the use of informal assessments on a daily basis in lessons. If children are not making as much progress as expected, then support will be put in place to close any gaps in learning.

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

Due to Covid-19 restrictions, correspondence between parents and teachers are limited to playground discussions or through telephone or virtually conversations.

Parents/carers of children with a SEND Support Plan are encouraged to participate in the assess, plan, do and review cycle of the support plan process with the class teacher, SENDCo and external professionals every term.

Following Covid-19 guidance, these can be completed virtually or through telephone conversations.

A written report is given at the end of the school year.

Newsletters with current topics and school developments are available on the schools website.

Curriculum overviews are on our website, informing parents/carers of what their child will be learning and offering ideas to support learning at home.

How we will involve your child in the planning and review of their support

The child is very much at the centre of Support plans and EHCP. Their contribution is encouraged in planning outcomes, recognising achievements and review meetings.

Through a one page pupil profile children can share their strengths, interests, difficulties and aspirations.

Parents/carers of children with SEND are invited to participate in the assess, plan, do and review cycle of the Support Plan process with school and external professionals every term. **Due to Covid-19, this may be through virtual correspondence or telephone.**

Parental involvement in SEND annual review meetings, TAC/CIN/CP meetings contribute to setting new targets and outcomes.

The learning mentor has an open door policy for parents and pupils and can be contacted through email or phone.

Consultation with the Educational Psychologist/CAMHS/ASCETS/OT/SALT/PHYSIO can also be arranged by the learning mentor. Their services can provide strategies and resources to support your child in school. **Currently consultations are held over the phone or via virtual systems.**

All parents/carers are encouraged to contribute to their child's education.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching.

Through differentiated planning and quality first teaching.

Learning styles and additional needs are taken into account and where necessary and advice, strategies and resources are sought from external professionals.

Personal timetables, support plans, personalised curriculum, PEEP's and environmental changes are available depending on the needs of the child.

Through APDR cycle of EHCP/SEND/Personal Plans.

Using the Graduated Approach toolkit to identify and support the 4 areas of SEND needs and build on current good practice to develop systems and structures to respond to child's needs.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

Initially through differentiated planning and quality first teaching.

After reviewing and monitoring it may be necessary to make a more detailed plan. This may include:

- Support in a small group
- Individual provision
- Intervention programme
- APDR cycle for: SEND support plan/EPEP/EHCP/Care plans/Risk Assessments/PEEPs
- Careful monitoring and reviewing
- Advice and support from outside agencies
- Sensory breaks if needed.
- Social and emotional well-being support through Nurture groups or 1:1 provision.
- Referrals to external agencies such as: SALT, OT, Physio, ASCETS, EdP, School Nurse, CAMHS, Early Help and ASD/ADHD pathways.
- PPM meetings, sharing good practice and expertise.
- Team around the School
- Using the GA toolkit for provision mapping, referrals, early identification.
- CPD training.
- Working collaboratively with a range of other agencies including health and social care bodies and local authority support services in order to meet pupils' SEND needs and support their families.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

School understand the importance of removing barriers to learning, this may include difficulties in social and communication.

Support staff working closely with pupils with social and communication difficulties have achieved accreditation in the Autism awareness course CYGNETS.

Resources to support pupils include: visual timetables, help cards, sensory break cards, personalised rewards & sanctions, quiet areas in school, seating arrangements and adjustments in school to meet medical needs.

All staff have received training on the **New SEND code of Practice January 2015 and Psychology in Learning, 5 Point Scale, Sensory Difficulties, Anxiety awareness, Mental Health Awareness, Understanding Attachment and have recently been achieved the Autism Charter Mark.**

The learning mentor has attended level 1 & level 2 supporting pupils with attachment difficulties, attended Educational Psychologists workshops (Lego therapy, Precision teaching and therapeutic play and accessed training for P4P programme.

Training has supported pupils with: anxiety, low self-esteem & confidence, managing feelings and emotions, sensory and physical needs, transition and social aspects of learning.

Interventions in school can include: 1:1 mentoring, small group support such as; Nurture groups, Circle of Friends, P4P (playing for purpose), Friendship groups, Rainbows, Allotment sessions, break time pastoral support, Anti-bullying peer support group, Worry box and referrals to outreach support services for behavioural strategies.

School can offer support to parents/carers through referrals to Early Help, parenting programmes, EHA/TAC/CIN meetings.

The learning mentor has an open door policy to pupils and to parents/carers and understands the importunacy of a home/school partnership. The green room offers a quiet place for children to reflect, have a sensory break as well as providing a private meeting room for parents/carers. **Currently all correspondence is made through telephone or virtual systems, due to Covid-19 restrictions.**

All pupils and staff follow the schools new behaviour policy, which promotes and rewards positive attitude to learning and behaviour. School also use the 'Dojo' system to reward positive behaviours.

Some pupils have individual behaviour plans with personalised rewards and consequences built into them.

School contribute and plan next steps at panel meetings, Team around the School and Inclusion meetings.

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

School works closely with outside agencies to ensure all barriers to learning are removed. This may include:

- Referrals to OT, SALT, Physio, ASCETS, EdP, Heatherwood School, Pre-School Inclusion team (Portage), Children's Disability team, Specialist Schools & School nurse services
- External professionals are fully involved in SEND reviews, assessments and planning outcomes.
- Resources to support needs such as: sensory aids, cushions, coloured text books, overlays, specialised writing aids, personal care and seating are provided.
- PEEPS, Risk Assessments and Health Care Plans
- Intimate care plan
- Accessibility plan

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

Through:

- Pyramid Planning meeting to share good practice, draw on expertise of services and look at solutions to meet needs in timely action-based reviews.
- Learning Mentor in school with open door policy for pupils and parents/carers.
- Nurture groups
- Feelings programmes
- Circle times
- Sensory breaks
- Personalised rewards and sanctions.
- Behaviour contracts and plans
- EHA, TAC/CIN/CP outcomes and additional provision for emotional well-being.
- Breakfast club
- Help cards and time out cards
- 5 point scales
- Restorative approach and strategies
- Support from outside agencies such as ASCETS, CAMHS, School nurse, PAFSS, SW and EdP services.

How we promote developing independence

- Each child from Y1 to Y6 has its own personal SMART outcomes, which reviewed regularly and updated.
- The pupils are involved in the process, they are aware of their own learning goals, what they need to do to achieve the targets and where to progress to next.
- SEND pupils are involved in planning outcomes and participate in the plan, do and review cycle of the support plan.
- One page pupil profiles show how the children feel about themselves as learners, what they like/dislike and they wish to be supported by school. These are shared with staff in school.

How we measure and review your child's progress against their targets and longer term outcomes

Children's progress is continually monitored by the class teacher.

- Progress is reviewed formally every half term and recorded on EAZMAG monitoring system.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and Year 6 results are published nationally.
- Phonic screening test in Year 1.
- SEND/EPEP Support Plans are reviewed every term and new SMART outcomes set.
- Pupils with a SEND support plan will follow the plan, do and review cycle. Pupils, parents/carers, school and external agencies contribute to this plan.
- The SENDCo, Learning Mentor and teachers monitor pupil's progress and review how affective the interventions are.
- Interventions are monitored and observations are carried out by the SENDCO and Leadership Team.
- The progress of children with a Local Authority issued statement of SEND/EHC Plan is formally reviewed at an annual review with parents/carers and all agencies involved with the child's education.

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

- Within the EHA process, Team around the School, TAC/TAF/CIN/CP. Key agencies and parents/carers working collaboratively together.
- Providing school with a toolkit to support referrals, provision mapping, classroom strategies, SEND, attendance, policies, vulnerable families, transition and CPD training.
- Supporting subject leaders, SLT, Inclusion Managers with staffing structures and PP spending.
- Scheduled meetings draw on expertise of services and look at solutions to meet needs in timely action-based reviews.
- Using the GA toolkit, sharing good practice, drawing on specialist expertise and consistency within local authority.

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

Through:

- Accessibility plan
- PEEP & Health Care Plans
- Intimate Care Plan
- SEND policy on the school's website
- SEND information report on the school's website
- Supporting children with medical conditions policy.
- Additional resources and aids purchased to support all needs of pupils

- The school is on one level and is fully accessible to all pupils. Wheelchair access is available in the entrance, junior playground and in the corridor leading to Foundation Stage. The school has two disabled access toilets.
- Risk assessments and PEEPs are carried out to ensure the health and safety of the pupils and school trips are carefully planned and considered to ensure inclusion and participation.
- Through liaising with external agencies to ensure all needs can be met.
- School is happy to discuss individual access requirements.

How we include children with SEND in the life of our school

All pupils are fully integrated into the life of school.

Differences are respected and celebrated in school through assemblies, diversity weeks, topics and themed weeks.

Care plans and risk assessments ensure that pupils with disabilities can access the same opportunities as their peers.

School has achieved the Silver Award for the Anti-Bullying Charter and have achieved the Autism Charter Mark.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

The SENDCo and Learning Mentor attend termly SEND conference days to keep up to date with latest SEND requirements and training.

Staff (class teachers and TAs) have received training and have experience in a wide range of SEND areas.

Some training has been specific to the needs of the pupils in school such as: Autism, Dyslexia, Attachment difficulties, Anxieties, Mental Health Awareness, Moving and handling, Medical, Sensory difficulties and Social and Emotional needs.

Staff have been trained in restorative approach and Team Teach strategies to support SEMH difficulties.

All teaching staff and teaching assistants are responsible for providing quality first teaching and support for children with SEND needs.

The SENDCo, class teacher and Learning Mentor work in partnership to communicate with parents, thus ensuring they are fully involved in discussions about support for their children.

External support and expertise we can call upon to help us to meet children's needs

School work very closely with the following specialists:

- ASCETS team (Autism) – Sam Reeves
- Social and Communication Pathways referrals

- Speech and Language Team
- Educational Psychologist – Julie Connor
- School nurse
- Occupational Therapist - LSW
- Behavioural Support outreach – Bentley PLC
- Visual Impairment
- Physiotherapist
- Educational Welfare Officer
- Early Help and PAFSS
- CAMHS locality nurse – Tracey Moverley
- Children's and Young People Services
- Specialist Schools if needed.
- SEND Manager – Derek Brogan
- Doncaster Graduated Approach Toolkit

How we prepare children to join our school

- Opportunities for parents and children to visit school.
- School liaise with pre-school settings and attend SEND support meetings to ensure a smooth transition.
- Planned activity days and welcome meetings are in place beforehand EYFS pupils start school.
- Learning mentor and EYFS class teacher have attended home visits together to ensure all concerns are discussed before a child starts school.
- Information is given to parents regarding school routines, uniform and staff names and responsibilities.
- If a child comes into school mid-way through a school year, we will contact the previous school for your child's records and assessments. Where there are additional needs, school will liaise with the old school.

How we prepare children to move on from our school

- Transition preparation and support for children with SEND is given between each class and key stage.
- The pupils meet their new teacher and their SEND support plans and one page pupil profiles are given to the next teacher.
- If a child needs a little more support with moving classroom and change of teacher, we will create a more detailed plan to help them with the transition.
- Pupils moving schools or leaving at the end of key stage 2 have a more detailed plan of support where the learning mentor, teachers and SENDCO will liaise with the new school to ensure a smooth transition takes place. This can include additional visits to the new school.
- Parents and pupils are invited to attend open evenings to look around Secondary schools of their choice in the Autumn term.
- Day visits with their class also take place in the summer term.
- Pupils moving to another setting for example a specialist school receive support from outreach services and robust plan for transition is set up.

How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

- Pupil progress meeting with teaching staff, SENDCo and Learning Mentor every half term.
- Provision mapping every half term
- Learning Mentor in school with open door policy for pupils and parents/carers.
- Termly review with SEND governor.
- APDR Cycle of plan are reviewed at least 3 times a year.
- Annual review of EHCP and termly reviews of personal plans.
- One-page pupil profile for every child on the SEND register.
- Liaising with external agencies to ensure barriers to learning are removed.
- Specialist training specific to pupils needs.
- SEND code of Practice training 2015
- Interventions and programmes in school to support learning difficulties
- Resources and aids to support specific needs
- Through quality first teaching.
- Early identification of gaps and needs.
- Tracking and monitoring through pupil's progress meetings.
- Engagement with parents/carers and working collaboratively with external agencies.
- Providing plans (SEND/Personal/EHCP/PEEPS) and following APDR cycles.
- Providing additional resources and adjustments to school environment, such as AGP room during Covid guidelines.
- Provision maps to monitor effectiveness of staff structure and interventions.

Contacts for more information

Executive Head teacher: Mrs Diane Collins
Head of School: Mrs Joanne Murphy

Chair of Governing Body: Mr Paul Batchelor
SEND Governor: Mrs Maureen Cunningham

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Email: admin@sjstcp.co.uk

Website: www.sjst.co.uk

SENDCo: Mrs Diane Collins
Learning Mentor/SEND Assistant: Mrs Sue Cullen

Please include a direct web link to the following:

- Doncaster Graduated Approach: www.doncaster.gov.uk/graduatedapproach

- SEND Policy – <https://www.sjst.co.uk>
- SEN Information Report – as above
- Accessibility Plan – as above
- Ofsted local area SEND inspection – <https://www.doncaster.gov.uk>
- Doncaster SEND strategic framework 2016-2019 – as above
- Dfe Children's and Young People guide to SEND code of Practice – as above