



**School Entitlement for pupils with Special Educational Needs or Disabilities**



<b>School Name:</b>	St Joseph's Catholic Primary School		
<b>Type of School:</b>	Mainstream		
	<b>Review Jan 24 To be Reviewed Jan 25</b>		
<b>Accessibility</b>	Wheelchair Accessible	Yes	
	Auditory/ Visual Enhancements	Yes	
	Accessible changing/toileting Facilities	Yes	
	Other Adaptations	No	
<b>Core Offer</b>	<b>Are you currently able to deliver your core offer consistently across all areas of your school?</b>		
	<p>We have an experienced Special Educational Needs Coordinator with Qualified Teacher Status who is currently undertaking the NASENCO qualification.</p> <p>When planning for our pupils we assess the learning environment, grouping of children, curriculum materials, individual children's physical, cognitive, social and emotional needs and other relevant circumstances.</p> <p>We offer additional and different provision such as individualised or small group interventions.</p> <p>We offer 'The Hive' to support pupils with regulation and specialist interventions.</p> <p>We have increased the number of adults in each class.</p> <p>Staff collaborate with specialists and with outside agencies where appropriate.</p> <p>We have:</p> <p>2 x Teaching assistant, Elklan and NELI trained, who is delivering Communication and Language Programmes.          6x Teaching Assistant delivery Speech and Language Programmes          1 x Teaching assistant delivering Better Reading Partnership (BRP) at KS2.          4 x Teaching assistants delivering Freshstart Phonics at KS2. Teachers in KS2 deliver Inference Training as part of Guided Reading sessions, Teaching Assistants support Inference Training.          Teachers and Teaching assistants delivering Read,Write Inc throughout school.          Teaching assistants delivering First Response at KS1 and KS2          Teaching Assistants delivering Pre Teach at Key Stage 2</p> <p>3 x Teaching assistants delivering Lego Therapy          5x Support Assistants provide individual support for children with Education Health Care Plans as well as significant physical difficulties          Our SENTA also delivers Nuture/ Social and Sensory Group sessions daily,</p>		
<b>Policies</b>	Are the school policies available on the website for:	SEND	Yes
		Safeguarding	Yes
		Behaviour	Yes
		Equality and Diversity	Yes
	Are you aware/ familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		Yes

<b>Admissions</b>	<p>St. Joseph's is an inclusive school where no child is discriminated against on admission on grounds of SEND. You can find our Admissions Policy by clicking on the link below:</p> <p style="text-align: center;"><a href="#">Admissions</a></p>
<b>Range of Provision and specialist facilities</b>	<p><b>What St Joseph's offers over and above in the following areas.</b></p> <ul style="list-style-type: none"> <li>• We have a teacher in EYFS and two Teaching Assistants in KS1 who have attended Eklan Speech and Language Training.</li> <li>• We have a teacher in EYFS trained to deliver BLAST 1 &amp; 2</li> <li>• We have a TA in EYFS trained to deliver NELI</li> <li>• We make targeted use of ICT based resources that support numeracy and literacy development.</li> <li>• We have trained BRP teaching assistants,</li> <li>• Our KS1 teaching assistants are trained to support the completion of language and communication assessments and SALT referrals.</li> </ul>
	<p><b>Specialist facilities / equipment to support SEND</b></p> <ul style="list-style-type: none"> <li>• Disabled access toilet</li> <li>• Accessible toilet with shower,</li> <li>• Hydraulic bed and space for changing</li> <li>• Ramps for disabled access in to the building</li> <li>• Light switches at an accessible height for wheelchair users</li> </ul>
	<p><b>Input from therapist / advisory teachers / other specialist services</b></p> <ul style="list-style-type: none"> <li>• Access to Speech and Language Team through the local authority AND Bishop Bewick Catholic Education Trust (BBCET).</li> <li>• Access to an Educational Psychologist through a service level agreement and BBCET.</li> <li>• Access to Language and Communication Team through the LA.</li> <li>• Access to Outreach SEMH Support and Silverdale through the LA.</li> <li>• Access to the Sensory Support teams through the local authority.</li> <li>• Access to Occupational Therapy through the NHS.</li> <li>• Access to CAMHS through the NHS.</li> <li>• Access to 'The Hive Team' through LA.</li> </ul>
	<p><b>Breakfast and Afterschool Clubs</b></p> <p>Free Breakfast Club from 8:00am</p> <p>Free After School Clubs Children have access to a variety of different clubs throughout the year.</p>
	<p><b><u>Inclusion How do you promote inclusion within the school, including day and residential visits?</u></b></p> <p>Quality First Teaching is used throughout school. Lessons are planned to be as inclusive as possible with adaptations made depending on need.</p> <p>Implementation of the strategies suggested by outside agencies. Children with disabilities are included and supported on all school visits and adaptations made according to need.</p>
	<p><b>What proportion of children currently at the school have SEND?</b></p> <p><b>35.7%</b></p>
<b>Parent support/ involvement/ liaison</b>	<p><b>How do you involve / support the parents of children with SEND regarding identifying and meeting their needs? How do you communicate their progress and areas of difficulty?</b></p>
	<ul style="list-style-type: none"> <li>• Parents are informed early if a child is identified with a particular need</li> <li>• Parents and children are included in the process of developing the Pupil Support Plan</li> <li>• Children with SEND work closely with the class teacher, SENDCo and outside agencies and are involved in Annual Review meetings.</li> <li>• Where outside agencies are involved, parents are invited to come into school for feedback and to discuss the next steps.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers are available at the start and end of the day for informal feedback about children.</li> <li>• Parents’ evenings are held twice a year and open classroom sessions three times per year.</li> <li>• An annual written report, which includes end of year attainment, is provided.</li> <li>• Where appropriate, school will support parents by completing an Early Help Assessment.</li> <li>• Where appropriate, Team Around the Family meetings may involve discussion of issues relating to SEND.</li> <li>• Annual Reviews are held to discuss the progress of children with Statements and EHC Plans.</li> </ul>
<b>Support available in school for the Four Broad Areas of Need.</b>	
<b>Communication and Interaction Needs e.g.</b> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication Needs</li> <li>• Social communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Low Stimulus wall in all classrooms</li> <li>• Use of visual strategies to support language e.g. Makaton and Now and Next Boards, Communication in Print, RWInc materials</li> <li>• Quiet areas/Calm spaces</li> <li>• Classroom mindful areas</li> <li>• Behaviour Targets and Reward incentives tailored to meet the needs of the individual child</li> <li>• Support/supervision within the classroom and at unstructured times of the day.</li> <li>• Lunch club provision (20:20:20) lunches.</li> <li>• Social skills programme/support including strategies to enhance self-esteem.</li> <li>• Small group work and talk partners</li> <li>• ICT is used to support learning where appropriate.</li> <li>• Strategies/programmes to support speech and language development e.g. Nursery Narrative programme, BLAST 1 and 2, Time to Talk.</li> <li>• Communication Toolbox used in Foundation Stage</li> <li>• Strategies to reduce anxiety/promote emotional wellbeing eg sensory resources</li> <li>• Where appropriate we will use support and advice from other partners, particularly CAMHS, Educational Psychology, SALT and Language and Communication Teams, to meet the needs of pupils.</li> <li>• Planning, assessment and review.</li> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.</li> <li>• Teaching resources routinely evaluated to ensure they are accessible to all pupils.</li> <li>• Adaptive practice for the curriculum and resources.</li> </ul>
<b>Cognition and Learning Needs: e.g. • Moderate Learning Difficulties</b>	<ul style="list-style-type: none"> <li>• School and class based strategies to promote/develop literacy and numeracy – e.g. Talk for Writing; Read,Write Inc, Guided Reading</li> <li>• Provision to support access to the curriculum and to develop independent learning – use of TAs to support small groups and individuals in class</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas - e.g. BRP, Fresh Start</li> <li>• ICT used to reduce barriers to learning where possible – e.g. Nesy Learning Programme, Phonic and Times Tables Apps on iPads,</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> </ul>

	<ul style="list-style-type: none"> <li>• Planning, assessment and review.</li> <li>• Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• Work with pupils, parents, carers and staff to develop and review Pupil Support Plans ON Provision Map based on the needs of the pupils.</li> <li>• Differentiated curriculum and resources.</li> </ul>
<p><b>Social, Mental and Emotional health e.g. Behavioural needs Social need Mental health needs Emotional Health and Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• The school ethos values all pupils.</li> <li>• Behaviour management systems encourage pupils to make positive decisions about behavioural choices eg Individual Behaviour Plans incorporating targets; Home - School books recording positive behaviour; use of Dojo Point system to reward positive behaviour</li> <li>• The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>• The school provides effective pastoral care for all pupils.</li> <li>• The school offers counselling through the Next Steps Counsellors in school every Tuesday</li> <li>• Support and advice is sought from outside agencies: particularly CAMHS, Silverdale Outreach and Educational Psychology Service to support pupils where appropriate.</li> <li>• The SENTA offers a Nurture/Social/ Sensory Group daily</li> <li>• Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.</li> <li>• Outdoor learning is used to offer a different approach to the curriculum.</li> <li>• Information and support is available within school for behavioural, emotional and social needs.</li> <li>• Early Help Assessment process and subsequent TAF meetings aim to address needs of both family and children.</li> <li>• Liaison with Children's Services ensure a multi-agency approach where necessary.</li> </ul>
<p><b>Sensory and Physical Needs: e.g. Hearing/Visual Impairment Multi-sensory impairment Physical and Medical Needs</b></p>	<ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to Needs</li> <li>• Support pupils, where appropriate; particularly Visual and Hearing Impairment Specialists accessed through the Sensory Support Team.</li> <li>• ICT is used to increase access to the curriculum.</li> <li>• Support to access the curriculum and to develop independent learning.</li> <li>• Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs eg diabetes, epilepsy or feeding pegs.</li> <li>• Access to Medical Interventions eg Epipen or medication</li> <li>• Access to programmes to support Occupational Therapy/Physiotherapy.</li> <li>• Support with personal care if and when needed (several pupils in school receive regular support with their personal care).</li> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</li> <li>• Staff understand and apply the medicine administration policy.</li> <li>• The Special Educational Needs and Disabilities Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.</li> <li>• All entrances to the school have ramps fitted to allow wheelchair access.</li> <li>• The school has disabled toilets/facilities.</li> </ul>

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and/or the Special Educational Needs and Disabilities Coordinator, [Mrs Aitken](#).

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

### **Evaluation of Provision**

Provision for SEND pupils at St Joseph's is very effective.

Early identification and targeted support around Speech and Language needs at St Joseph's has improved outcomes for these children. Speech, Language and Communication needs continues to be the highest incidence SEND at St Joseph's.

The analysis of assessments from children receiving interventions through programmes such as and Better Reading Partnership, indicates that good progress is made. Analysis of end of year data shows that children with Special Educational Needs and Disability make similar progress to those with no need or disability in most year groups.

### **Useful information**

You can access the School SEND Policy if you click on the link below

[St. Joseph's SEND Policy](#)

To find information about the North Tyneside Local offer please click on the below.

[North Tyneside Local Offer](#)

Parents can contact SENDIASS for impartial information, advice and support in relation to their child's special educational need and/or disability on tel. 0191 6438317 or click on the link below.

[SENDIASS](#)