

St Joseph's Catholic Primary School

Mater Christi Multi Academy Trust

Loving, Living, Learning Together



At St. Joseph's Catholic Primary School, we believe that every child is a unique creation of God.

We promote respect and care for one another following in the footsteps of the family Jesus wants us to be.

Caring for one another is at the centre of our school life.

We promise to provide educational opportunities and experiences to enrich the learning and well-being of the children by following the teaching of Jesus Christ.

Our school values its partnership with the Parish community and MAT, together enabling our children to become rounded, confident individuals, with an understanding of Gospel values as preparation for the world of work and life.

SEND Local offer

Written by:	Date reviewed:	Approved by:	Date for next review:
Nicole Dodd	September 2024		September 2025

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Introduction

St. Joseph's Local Offer will provide information, advice, support and services available from school for children with special educational needs and disabilities. The SEND Code of Practice (2014) defines a child or young person as having a learning difficulty or disability, if they have:

- 'a significantly greater difficulty in learning than the majority of others of the same age' or;
- 'a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.

If you would like to speak to a member of staff about SEN, please contact one of the following:

- Nicole Dodd (SESCO) n.dodd@st-josephs-lancaster.lancs.sch.uk
- Rachael Griffiths (Head Teacher) headteacher@st-josephs-lancaster.lancs.sch.uk
- Norah Mercer (SEN Governor)

You find and access information regarding SEND provision and the Lancashire County Council's Local Offer at: www.lancashire.gov.uk/SEND

1. Accessibility and Inclusion

St Joseph's Catholic Primary School is situated on the north side of Lancaster. There are three buildings in total: Nursery, Key Stage 1 and Key Stage 2. All buildings now have wheelchair access and disabled toilets. The Key Stage 2 building is the only building with three floors. Adjustments can be made to accommodate wheelchair users in Key Stage 2.

Parking is very limited; however, we do have car parking facilities by the Nursery and KS1 buildings that is used by the staff, taxis for picking up/ dropping off children and disabled parking.

All information regarding the school is available from the main office on request and on the school website: www.stjosephslancaster.co.uk Weekly newsletters are displayed in all three buildings and on Class dojo. For those parents and families whose first language is not English, Class dojo has the facility to translate messages and information into many different languages. We also have members of staff who can translate for our Polish and German families.

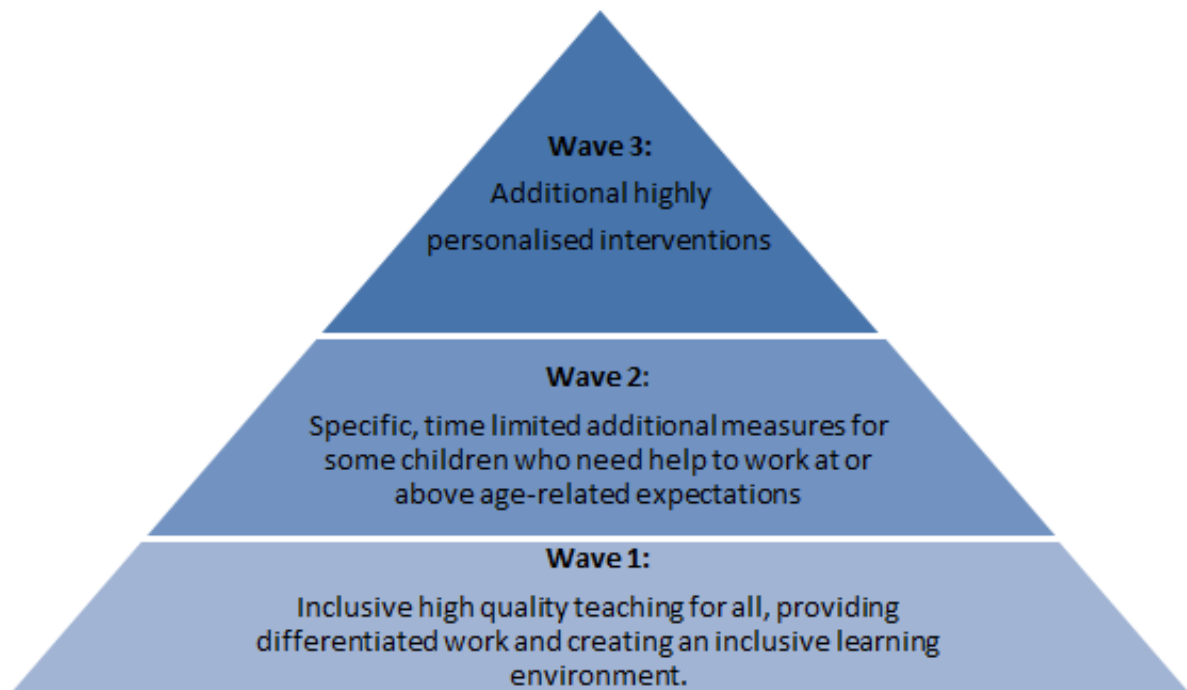
All our children are respected and treated with equity so that they are able to access the curriculum. For children with communicative difficulties, we use a Picture Exchange Communication System (PECS). We all have access to two height adjustable tables, which are currently in Key Stage 1. It is the

responsibility of the SENCO to source specialised equipment that may be needed to support a child within our school family.

2. Teaching and Learning

Children may have a special educational need at different times in their school life and there may be lots of reasons why this can occur. Class Teachers and parents can raise concerns about a child who they may feel has a SEND. For those children who are identified as having a SEND, additional or different provision will be provided alongside the normal differentiated curriculum, which will intend to overcome the barrier(s) to learning. The provision they will be provided with will be recorded in the child's individual provision map termly.

All provision maps identify which area of need the provision is catering for e.g. Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; or Physical and Sensory. It will also identify which wave of intervention it is (please see the diagram below for more information) and it will follow the child throughout school, so that parents and staff are aware of what provision has gone before and how effective it has been.



Within class, teachers will use various strategies to adapt access to the curriculum. Our Quality First Teaching (QFT) promise includes:

- Flexible routines
- Differentiation

- Modelling e.g. language and positive relationships
- Visual timetables
- Writing frames
- I-pads, laptops, or other alternative recording devices
- Positive relationships policy (please see website for further details)
- Practical apparatus and resources
- Independence e.g. responsibilities
- Multi-sensory learning
- Outdoor learning

At St. Joseph's, any child identified as having a SEN will be given an Individual Education Plan (IEP) every half term. The SENCO will meet with parents and child every half term, to ensure there is a common agreement on the targets that have been set. To ensure targets are SMART (Specific Measurable Achievable Relevant Time-bound), we use PIVATs (Performance Indicators for Valued Assessment and Targeted learning) to narrow any gaps between the pupil and their peers. The pupil will then have the opportunity to work on their targets at least twice a week with an adult on a 1:1 basis. At the end of the half term: each IEP is evaluated; PIVATs are re-assessed; the child's view is taken; and parents are informed of the progress made.

The pastoral team provide interventions for those children who have a Social, Emotional or Mental Health need, to support them with overcoming their barriers to learning. Some children will also have support from outside agencies, such as Barnados and Child Action North West.

For a child with an Education, Health and Care Plan (EHCP), the curriculum is tailored to their needs with support of the SENCO, Class Teacher and Learning Support Assistant (LSA), if required. The pupil will work upon their targets and the national curriculum objectives for their ability, within the classroom environment alongside their peers. There will be occasions where time spent outside of the classroom is more appropriate for their learning.

At St. Joseph's, we provide a variety of interventions throughout the different year groups including:

- IDL for Literacy and Numeracy
- Wellcomm speech and language resources
- EAL interventions based upon the NASSEA EAL assessment framework
- Talkboost
- Talk About
- Rainbows
- Lego based therapy
- Nurture Group
- Play therapy
- Kid Safe
- Lifeboat

- Precision teaching
- Curriculum based groups e.g. reading, writing and maths
- IEP interventions that focus on PIVATs

All our teachers are qualified and are given opportunities for professional development. Every year the SENCO conducts a staff questionnaire to determine where training and expertise is required. The SENCO is then responsible for organising relevant training and support. A record of all SEND related professional development is kept by the SENCO and recorded on the whole school provision map.

The SENCO completed the National SENCO award in 2022 and regularly attends SEN cluster meetings for continual professional development.

If there is a child joining our school family, who has needs that we have not previously supported, then the SENCO and Head Teacher would decide what resources or training would be needed to support the child.

The school also works in close contact with the following, to offer additional support for those pupils with SEND:

- Lancashire SEND traded services
- Speech and Language Therapy
- School nurse
- Physiotherapy
- Educational Psychologists
- Ross Centre (CAMHS)
- Lancashire Ethnic Minority/Gypsy, Roma & Traveller Achievement Service
- Children, Family and Well-being services (CFW)
- Local children's centres
- Inclusion Hub
- Other schools in the area e.g. Stepping Stones and The Lloyne

3. Reviewing and Evaluating Outcomes

At St. Joseph's, we operate an assess, plan, do and review policy with the children who are on the SEND register. The Code of Practice (2014) refers to this as the graduated approach. Every half term, we assess all learning, interventions and Individual Education Plans (IEPs) to monitor progress and impact upon a child's learning. All IEPs are evaluated using a RAG rating system, which we use to inform new IEPs and plan relevant interventions, which we 'do' and then 'review'.

All IEPs are discussed with the pupil and then the parents, who are invited to a meeting regarding their child's needs.

All children are formally assessed each term and those with SEN are no different. However, for those children who are working below Key Stage standards they will be assessed using the Pre-Key Stage standards. Alternatively, if they are working below the level of the national curriculum and not engaged in subject-specific study, they will be assessed against the Engagement Model. Attainment and progress (including PIVAT progress) for children with SEN, will be recorded on the SEN register by the SENCO. The SENCO will then identify areas of strength and weakness to determine where appropriate support and training is needed.

The SENCO reports to the governors on a termly basis, the progress of all children with SEND. The whole school provision map is reviewed and adapted accordingly to accommodate any changes needed.

Formal Annual Reviews for pupils with an Education, Health and Care (EHC) Plans are held at least within a twelve-month period of any previous review. The child or young person, parents and professionals involved are all invited to attend the review meeting.

4. Keeping Children Safe

Risk assessments

Risk assessments are written to measure potential dangers. A Risk Assessment is written by the class teacher on Evolve, whenever a school trip is planned, and is countersigned by the Head Teacher.

All staff involved in school trips and extra-curricular activities are made aware of any children who may encounter difficulty in accessing the club or visit, and allowances are provided accordingly. These allowances will be documented in the risk assessments. Registers are kept for all extra-curricular activities, including educational visits.

Handover arrangements

A member of staff is available on the playgrounds from 8.30 am every morning. It is the parents' responsibility to ensure their child is safe before this time. At the end of the day, KS1 children will be collected by an adult only when the Class Teacher or LSA has visibly seen them. KS2 leave the building via the football playground and children in Years 5 and 6, with parental permission, will be allowed to walk home on their own.

Parking

There is very limited off-street parking by the KS2 main building. There is a car park by the KS1 and Nursery buildings, and another by KS2, which allows for pick up and drop offs for those children who require it.

Safety outside of the classroom

There is always at least two members of staff on each playground during break times and appropriate ratios are in place at lunch times. Additional staff provide 1:1 support at lunchtime, swimming and off-site visits where necessary.

Policies

All policies are available from the school website:
www.stjosephslancaster.co.uk/school-info/policies/

5. Health (including Emotional Health and Wellbeing)

Medication

St. Joseph's Catholic Primary school has a policy that staff can administer medication providing parents complete a form obtained from the school office. The medication must state clearly what it is, the dose and the name of the child. It will be stored in a secure place that will only be accessible by adults administering the medicine.

Care Plans

When drawing up a care plan the parents, class teacher and school nurse will be involved to ensure the correct and relevant information is recorded. The care plan will be displayed in all staff rooms and the kitchen, if necessary (particularly for food allergies). All adults who work with the child, will be shown the agreed care plan and it will be reviewed on an annual basis.

Medical emergency

There are members of staff in each building, who are first aid trained in case of a medical emergency. First aid training is updated regularly. First aid bags are also regularly restocked and monitored by the Health and Safety rep. In the case of a medical emergency, 999 will be called.

The Senior Leadership Team (SLT), including the SENCO, will be responsible for ensuring that all staff are trained or qualified to support children with particular needs. Records of any training provided, and qualifications of staff will be kept by the school's bursar.

The following health or therapy services can be accessed by children on school premises: play therapy, Barnados, Child Action North West and yearly flu vaccines for those who opt in.

6. Communication with Parents

At St. Joseph's, we have an open-door policy where parents can speak to any member of staff before or after school or at a more mutual time that can be arranged.

Parent evenings are held each term for you to discuss your child's progress and the SENCO is available to discuss your concerns about your child. Alternatively, you may wish to speak to the Class Teacher sooner about your child's progress or any concerns/ worries you may have. You can do this by sending a message over Class Dojo to organise a meeting. If you would prefer to speak to the SENCO, please call the school office or send an email.

At the end of every half term, if your child has a SEND, you will receive an evaluated IEP, which will show the progress your child has made on their individual targets. You will also receive a new IEP with suggested targets and an invite to a meeting with the SENCO and/ or Class Teacher. This is your opportunity to amend targets that have been suggested and to share any worries or concerns you may have about your child's learning.

Parents of a child with an Education, Health and Care Plan (EHCP), will be invited to attend an annual review of their child's needs, where their views are listened to. During this process, all services that are involved with the child are invited to attend, alongside the school's SENCO, the child's Class Teacher and the child. During the review, objectives set out on the EHCP are evaluated and new targets set. The annual review will be arranged around the parents' availability.

All parents are invited into school on open days, assemblies and special curriculum days so that they can be involved in their child's education. As a school, we also send weekly newsletters with important information about what is happening in school. We also send home on a half termly basis what each child will be learning in topic, science and computing. More information can be found on the school's website:

www.stjosephslancaster.co.uk

7. Working Together

At St. Joseph's, we feel it is very important for the child to have their opinion about their education, that is why we aim to have a person-centred approach to SEND. We have a school council that meets on a regular basis so children can have their say and organise fundraising events. New members are elected every year.

We have an open-door policy for parents, where they can contact the school with any concerns they may have. They can contact us on Class dojo or organise a meeting through the school office. We have termly parents' evenings where parents can discuss their child's education.

All parents are invited into school on open days, assemblies and special curriculum days so that they can be involved in their child's education. There are also opportunities for parents to join the PTFA and become a school governor. These opportunities will be posted on the school's newsletter and on the school website.

The governing body supports the involvement of other agencies. The SENCO reports to the governing body on which agencies have been used.

8. What help and support is available for the family?

The SENCO is available to offer help and support to parents completing any forms and paperwork. Parents are asked to make an appointment in advance, through the school office or SENCO's email, where possible.

Information, advice and guidance on how to support their child can be accessed through the school website www.stjosephslancaster.co.uk or by contacting the school office and asking to speak to the SENCO (Nicole Dodd) or Pastoral Lead (Rachael Willetts). Families can be given support for a number of reasons e.g.

- the process of an EHC Plan,
- how to support their child with ADHD or Autism
- food support
- family difficulties, such as bereavement or financial difficulties

St. Joseph's now provides free toast every morning from 8:30 – 8:45. This is free for our school children.

9. Transition to Secondary School

Children in Year 5 and 6 have the opportunity to visit the secondary school of their choice. For example, Year 5 pupils attend a taster day at Our Lady's Catholic College in the summer term.

Year 6 children visit the school of their choice for the day in the summer term. Once they have visited the school children are invited to attend an evening with their parents and will be informed as to which form group they will be in and have the opportunity to meet their form teacher. The form teacher will then visit school to discuss any concerns the children may have.

Children with Special Educational Needs and Disabilities will have the opportunity for extra taster days to familiarise themselves with the new school.

The SENCO from the secondary school will spend time with our SENCO to discuss any specific needs and requirements of children with Special Educational Needs. The SENCO and Pastoral Lead will also support the Year 6 Class Teacher to complete any documentation that is required by the child's secondary school.

10. Extra-curricular Activities

A range of clubs is available to both KS1 and KS2 pupils throughout the year. These usually take place after school between 3.15 and 4.15pm. Prior permission is required from parents beforehand, and most clubs are available at no charge to families. Some specialist clubs may require a fee e.g. self-defence club.

One member of staff will be in charge of ensuring all clubs and activities are inclusive by taking a variety of factors into consideration e.g. the child's preferred club and previous attendance at clubs.

11. Feedback

Feedback upon the school's local offer can be made directly to the school office or SENCO on 01524 65576 or via the SENCO'S email n.dodd@st-josephs-lancaster.lancs.sch.uk Once feedback has been received, the SENCO will take the feedback into consideration and will contact the person directly via phone or email within 14 days, to inform them of the outcome.

All complaints will follow the school's complaint policy, please check the school website for more information www.stjosephslancaster.co.uk/school-info/policies/