



St Joseph's Catholic Primary School

SEN Information Report

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| Agreed by the Governing Body on | November 2015 |
| Review Date | Annually |
| Person(s) Responsible | Inclusion Manager |

MISSION STATEMENT

In the St. Joseph's family, learning together through Jesus, we aim to develop to the fullest possible extent the whole person, socially, emotionally, creatively, academically, physically and spiritually.

WHAT IS THE SCHOOL SEN INFORMATION REPORT?

St Joseph's Catholic Primary School's SEN Information Report sets out in one place - on our website - what we provide for children and young people with special educational needs and/or disabilities (SEN/D) throughout their time with us. It explains how we support them on to the next stage of their education. Our SEN policy* gives more detail about our day to day procedures.

The policy has been designed to be as accessible as possible for all parties, if you do have any questions please see the Inclusion Leader

You will find an explanation about the words **with an asterisk*** in our Glossary at the end of this document.

Camden Local Authority* also publishes on its website a Camden Local Offer – setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP)* – which is replacing the SEN statement*. You will also find information about:

- where to go for advice and guidance on SEN and Disability matters
- leisure activities for children with SEN/D
- arrangements for resolving disagreements and mediation*

THE PURPOSE OF OUR SEN INFORMATION REPORT

The purpose of our school's SEN Information Report is to inform parents and carers about:

- how we welcome into our school children with special educational needs and/or disabilities;
- how we support them in all aspects of school life and remove barriers to achievement;
- how we work in close partnership with parents/carers and children;
- how we make effective provision for all of our children with special educational needs and disabilities – SEN/D.
- We will keep our SEN Information Report under review –by asking parents and children what is working well and what they want to improve
- The next review date for our SEN Information Report is July 2016

WHAT KIND OF SCHOOL IS ST JOSEPH'S CATHOLIC PRIMARY SCHOOL?

We are a Camden primary school for children from 3-11 years old.

There is one class for each Year Group.

We have a nursery class for children aged 3-4.

Children start school in the Year they turn 5 in our Reception class.

Our most recent OFSTED report was in 2014 and judged us to be '**outstanding**' in all areas.

It was noted:

All groups of pupils, including the most able and those who are disabled or who have special educational needs, make exceptional progress at this school. The achievement of pupils from minority ethnic backgrounds, including pupils who speak English as an additional language, is outstanding.

Well-trained teaching assistants work with the most and the least able pupils. There is no difference between the high expectations of teachers and teaching assistants.

Consequently, disabled pupils and those with special educational needs receive good support to enable them to make rapid progress. They know that they must try their hardest when working individually or in small groups and that this time is as valuable as that spent in whole class lessons.

Nick Clegg, Deputy Prime Minister, after a visit to St Joseph's in 2013 said:

'It was inspirational to see the outstanding things you and your staff are doing to ensure your pupils have a rich and fulfilling primary education and are also well prepared for secondary school and the world beyond'

St Joseph's is a Quality Lead Gold Achievement for All School (2013) and Helen Tyler, Executive Headteacher, is an Ambassador for the charity (2014). St Joseph's received the awards for exceptional leadership and pupils making excellent progress over a sustained period.

In 2012 St Joseph's was awarded the 'Camden Award for Inclusion'.

Feedback included:

Inclusive thinking and practice permeate St Joseph's and across all areas of the school there are examples of outstanding highly effective practice well embedded into systems and procedures.

OUR VISION

In the St. Joseph's family, learning together through Jesus, we aim to develop to the fullest possible extent the whole person, socially, emotionally, creatively, academically, physically and spiritually.

We will ensure that each and every child achieves accelerated progress, sustained throughout their time at St. Joseph's, regardless of starting point or barriers to progress, through personalised learning journeys and an all-school commitment to highly effective inclusion of all children from our community

HOW WE LEARN WITH AND FROM OTHER SCHOOLS AND PROFESSIONALS

We are a learning community and believe that it is important to work with other schools, educational settings and professionals to make sure that our knowledge, expertise and skills on SEN/D issues are up to date. We also share our best practice with other schools: for example, regularly holding open days for school teachers and leaders to look at different aspects of the curriculum, such as 'Inclusion'.

Our Inclusion Manager attends the Local Authority SENDCO forum which keeps all schools up to date with national developments and local projects on inclusion.

COMMUNICATING THE SEN INFORMATION REPORT

- We have placed this information here on our website – www.stjosephs.camden.sch.uk
- You will also find our new SEN Policy on the website – www.stjosephs.camden.sch.uk
- If you want to talk to a member of staff we will arrange for a member of staff to meet you and answer your questions: please let us know if you need an interpreter or British Sign Language* signer – we will do our best to provide this support
- St Joseph's Catholic Primary School's Local Offer links to the information which Camden Local Authority* provides for parents and carers of children with SEN/D. You can see this on its website www.camdenlocaloffer.camden.gov.uk.

WHO TO CONTACT FOR MORE INFORMATION

- Our Executive Head Teacher – who provides leadership on inclusion and high achievement for all is Miss Helen Tyler
- Our Inclusion Leader (the first person to talk to about any SEN questions or concerns) who leads on the day to day operation of our SEN procedures following guidance in the SEN Code of Practice is Mrs Nicola Scott-Phillips

- Our Inclusion Governor – who has a responsibility for monitoring and supporting the school on SEN matters on our governing body is **Mr Andrew Nuttney**

The staff can be contacted via the School Office at: admin@stjosephs.camden.sch.uk
020 7242 7712

OUR SEN INFORMATION REPORT

We present our SEN Information Report in order to inform parents/carers about twelve important aspects of our SEN/D provision

- | | |
|--|--|
| 1. Effective Leadership, Management and Governance | 7. Ensuring access to the curriculum |
| 2. Developing the skill and expertise of staff | 8. Providing accessible classrooms + special resources |
| 3. The contribution of specialist services | 9. Working in Partnership with parents and carers |
| 4. Identification, assessment and planning - children with SEN/D | 10. Listening to Children and Young People |
| 5. Reviewing children's progress | 11. Managing transitions – joining and leaving our school |
| 6. Inclusive teaching and effective support | 12. Providing support for safety, personal well-being, attendance + health |

What school leaders and governors do to make sure that all children feel welcome, feel included and achieve their potential

Our Inclusion Leader (member of the Senior Leadership Team) has overall responsibility for SEN/D and inclusion. The Inclusion Leader manages the day to day provision and plans the programmes of support for individuals and small groups of pupils with SEN/D

The Inclusion Leader keeps a List of children we identify as having SEN and/or a disability.

We carefully monitor the progress and well-being of children with SEN/D and the quality of our provision, including teaching and support. For example senior leaders observe lessons and hold discussions with teachers and support staff.

If something is not working well, we change and improve our provision – we describe these changes in our School Improvement Plan*

The Governing Body* challenges us to make sure we constantly improve the quality of provision for children with SEN/D and the outcomes that they achieve.

We have two parents on the governing body and one of their roles is to represent the views and concerns of all parents, including those with children with SEN/D

We have a Governor who takes a particular responsibility for SEN/D matters. He meets with our Inclusion Leader formally once a term and makes visits to classrooms looking at learning and teaching. He reports termly to the full Governing Body and to the School Improvement Committee.

We fully involve our Governors when we review and revise our SEN policy and our Local Offer at the end of each school year.

Frequently asked questions – What school leaders and governors do to make sure that all children feel welcome, feel included and achieve their potential

Q. What funding does the school have for my child with SEN/D?

A. We receive funding from the Local Authority at the start of the financial year* for supporting children with SEN/D. School leaders have the responsibility to use the funding to meet the different needs of our children.

Q. How are the school's resources allocated and matched to children's special educational needs?

A. We have to make sure that we use this funding as effectively as possible. Our Inclusion Leader consults parents/carers, the child and the Class Teacher before making a decision about each support programme. We review with parents/carers how well each child is doing and agree changes if we need to.

Q. What happens if my child's needs change as he/she gets older?

A. The starting point is to discuss these changes with the Inclusion Leader. If the level of need is becoming higher, parents can work with the school and request an assessment for an Education Health and Care Plan (EHCP)*. You can find more details about assessment for an Education Health and Care Plan (EHCP) on the Camden local Offer website:

www.camdenlocaloffer.ehcpassessment.camden.gov.uk.

How we develop the skills, knowledge and expertise of school staff

All staff – including Teaching Assistants - have regular training and guidance to meet the needs of our children. Our Inclusion Leader has a responsibility to arrange and provide this training.

Training Includes:

- have an awareness of the different special educational needs and disabilities of children in our school
- are able to plan and teach/support lessons which meet the needs of all children
- understand the social and emotional needs of children with SEN/D

We know that children will frequently have a range of needs.

We provide a whole staff briefing on the procedures set out in our SEN policy – all staff receive and sign a copy

We provide training for all of our Teaching Assistants who are working with children with particular SEN/Ds, for example, slow progress in reading, number and communication.

We provide specialist training for Teachers and Teaching Assistants who support children with the most complex needs - for example Autism and Down's Syndrome.

We also provide training for staff new to the school on holding “listening conversations” with parents and carers.

Members of our SEN team attend training sessions run by national and local organisations.

We use the eight national Teaching Standards* to develop the knowledge, skill and confidence of all of our Teachers as part of their professional development.

Frequently asked questions – How we develop the skills, knowledge and expertise of school staff

Q. How do you make sure that staff new to the school are able to meet my child's needs?

A. All staff new to the school have an induction programme which includes a meeting with the Inclusion Leader. We provide detailed information about the range of children in her/his class, personal support and detailed guidance on how to provide high quality teaching and support. We work alongside parents/carers to do this.

Q. Will there be someone in the school who understands my child's needs as soon as he/she starts?

A. As soon as we know that a child is coming to our school with particular needs, we review our provision and provide relevant on-going training. In particular, we will provide relevant training and guidance for your child's Class Teacher on meeting his/her needs.

The contribution that specialist services and teams make to the progress and well-being of children with SEN/D

Teaching and support staff work closely with relevant members of specialist services which provide support for our school. The services working in our school this year are:

| Specialist Service | Frequency | Examples of what they do |
|---|------------------------------------|--|
| Educational Psychologists* | 6 visits a year | Observation of children. Advice to staff, parents and children Support for assessments Planning and running interventions |
| The Camden Hearing Impaired service* The Camden Visually Impaired service* | By referrals for specific children | Support and advice to parents, children school staff on meeting the needs of HI and VI children Staff training |
| Occupational Therapists* | By referrals for specific children | Planning interventions and support with staff Advice to staff, parents and children |
| Camden Language and Communication Service* | By referrals for specific children | Planning interventions and support with staff Advice to staff, parents and children Whole school training 1:1 and group interventions |
| Camden Education Welfare Service* | Half a term | Works with the school and home to support with attendance and punctuality. Advice and training on how to improve attendance to schools. |

| Specialist Service | Frequency | Examples of what they do |
|--|---|--|
| The CAMHS Team | An afternoon a week | Referrals for specific children to support the emotional and personal development of children* Staff training |
| MOSAIC – supporting children with complex needs* | By referrals for specific children | Supporting children with complex needs |
| Social Services* | By referrals for specific children and families | Services that support the child and the family accessing the correct services and safeguard children. |
| Health visitor/school nurse* | Weekly | Health Professional, who monitors, supports and gives advice to families and schools on all aspects of children's well-being and health needs. |

The glossary at the end of this document explains what each of these teams does.

Each service has referral and eligibility criteria* - this means that service support is targeted on children with higher levels of need.

These services provide a range of support including:

- working one to one and with small group work with children
- providing training for teaching and support staff
- helping us to assess needs and plan next steps and review progress

We **will always** involve you in any decisions about whether your child has a special educational need and the best ways to provide support. If your child requires these services we will involve you in the process at every stage: we will ask you to sign a referral form before the support can go ahead.

You can find more information about specialist services who work with Camden schools in the Local Authority website www.camden.gov.uk/localoffer/specialistservices

Frequently asked questions – The contribution that specialist services and teams make to the progress and well-being of children with SEN/D

Q. Will I be able to meet the speech therapist who is working with my child?

A. If your child is receiving support from a specialist team, you will be able to meet a member of the team to discuss your child's progress

How we identify, assess and plan support

Our starting point is to have a 'listening conversation' with parents/carers before children start school: we know that parents are the first educators of their child - we need their knowledge to plan effectively.

We ask whether parents/carers have any concerns about their children - for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once he/she starts school.

If a child has attended a Nursery school or Children's Centre we use the information they provide to plan the best programme of support.

In addition we assess all children in the first half term in our school through careful and sensitive classroom observation and an early review of progress.

We ensure we listen to children to find out how they are settling in to school

We continue to assess and monitor all through the child's time in school so that we can look out for any special educational needs that might arise later on.

We take great care to establish whether lack of progress is because a pupil has English as an additional language (EAL)*, for example by talking to the child (and parents) in her/his home language.

We also work with specialist services – for example Educational Psychologists and Speech Therapists - who provide expertise in finding out the type and range of the student's needs, for example, in terms of language and communication needs or slow progress in acquiring reading and number skills.

We follow Camden's guidance for the identification of SEN/D ([hyperlink to criteria](#)).

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress.

You can see more details on how we identify children with SEN/D in our SEN policy:

<http://stjosephs.camden.sch.uk/Policies.html>

You can see our policy on transition from Nursery to Reception in or EYFS Transition policy at:

<http://stjosephs.camden.sch.uk/Policies.html>

Frequently asked questions – How we identify, assess and plan support

Q. If my child has been assessed as having a SEN, what happens next?

A. Class Teachers regularly assess the progress of the children in their class and if they have any concerns, they talk to the Inclusion Leader and discuss what the next steps will be. Sometimes this will mean extra support from the Class Teacher and/or Teaching Assistant or through a small group intervention*. Sometimes we will involve a specialist service.

Q. Will my child have a personal plan?

A. All children with SEN/D will have a personal plan: we use a variety of approaches. When we have assessed your child's needs we will meet with you and agree a plan and short term targets for progress. The targets will focus on the most important areas of need.

Q. What should I do if I think my child has a SEN?

A. You should contact the school and ask to talk to your child's Class Teacher. S/he will then talk to the Inclusion Leader about possible next steps. The Inclusion Leader will always talk to you about your concerns and may begin an assessment of needs. If there is an agreement that your child has a special educational need the school will work with you to plan a programme of support.

Q. I am a Carer of a boy in Year 5 – he has been looked after (LAC) for three years. I think that he may have special educational needs. Who do I talk to about this?

A. Arrange a meeting with our Inclusion Leader. She will assess his needs and make provision which will help him to make progress. We will also make sure that we work closely with the school's designated teacher* for LAC and with services and link workers to make sure that we "join up" our support.

How we review your child's progress

It is very important for our school that ALL of our children enjoy success and achievement and make accelerated progress in their learning.

We use the information we have about each child who has been identified as having SEN/D to plan a personal programme of SEN support.

We develop this in partnership with parents and the child – working with the Inclusion Leader and the Class Teacher.

This plan will include short term targets and will describe how we will support your child to achieve these targets.

Once a term we review how well all children – including those with SEN/D – are progressing. We call this our Pupil Progress Meeting.

We will arrange a meeting with parents of children with SEN/D to discuss how well s/he has progressed: we will agree new targets and sometimes different ways of supporting, for example, a small reading group with a trained member of staff.

We make sure that parents/carers know the next steps for learning for their child and how they can support with their learning at home.

We will report formally once a year on the progress of all children, including those with SEN/D and for some pupils we will provide more frequent reports.

Frequently asked questions – How we review your child's progress

Q. What should I do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?

A. You will be able to meet your child's Class Teacher each term at the parent consultation meetings. We will also invite you to a meeting once a term to discuss your child's progress. If you have concerns and worries about your child at any time please contact your Class Teacher and we will arrange a meeting to discuss these concerns. We can also respond to particular questions over the phone or by email if you find this helpful.

How we make sure that teaching and support help your child to learn and make progress

We know that high quality teaching and well-matched support will make a big difference to the progress of children with SEN/D.

Making sure that this happens in all classrooms is one of the most important things that our school leaders do.

We make sure that all Class Teachers and Teaching Assistants have a clear understanding of the learning needs of the children in their class.

St Joseph's school leaders (including the Inclusion Leader) work with Teachers and support staff to provide effective teaching and support for children with SEN/D in a variety of ways. These include:

- carefully differentiated* (taking account of different needs) planning which ensures that all children are able to make progress
- supporting the Class Teacher to take full responsibility for the learning and progress of all children
- using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material

- providing a stimulating, rich and interactive classroom environment
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- using our marking policy to make sure that children know how to improve their work
- providing additional adult support from well-trained and well supervised Teaching Assistants
- making available specialist equipment and digital technology to support access and participation in learning

We help all children to develop their skills as learners – and to persevere when they find learning difficult.

Frequently asked questions – How we make sure that teaching and support helps your child to learn and make good progress

Q. How can I help my child with learning at home?

A. We will meet formally with you once a term and share strategies of how you can support your child at home. We also provide training and guidance for parents on how to help children at home with reading, writing and mathematics. We send out the dates for these events in our weekly newsletter. Our school website contains further guidance for parents on how to help children with home based learning. <http://stjosephs.camden.sch.uk/Support.html>

How we make sure that children with SEN/D enjoy a broad and balanced curriculum

We provide a curriculum that is broad, balanced, motivating and accessible to all children.

We work hard to ensure that all of our children achieve in lots of different ways as well as academic learning – for example, in drama, sport, music, dance, showing leadership and taking on responsibilities.

Children with SEN/D play a full part in the life of our school. Children are encouraged to take responsibility, either in class or whole school, such as School Council or on our 'Green Team'. This gives children the opportunity to communicate more confidently with other children.

We arrange educational visits and journeys and make sure that all of our children can take part. We do a risk assessment* and when necessary make reasonable adjustments* to plans and arrangements.

We have a range of additional specialist interventions* to accelerate children's progress in, for example, reading, writing and mathematics: we choose these after looking carefully at the research on "What works?".

These sessions run for a limited time – sometimes 24 weeks, frequent and short – for example, two or three twenty minute sessions a week. They are well taught by a trained Teacher or Teaching Assistant.

Our Inclusion Leader monitors the quality and effectiveness of these interventions every term. For example, we measure a reading level at the start of a reading intervention and then assess progress over time and levels of attainment. If a child is not making sufficient progress and/or is falling short of national expectations, we will consider other forms of support in discussion with you and your child.

We also adapt the curriculum to include children with SEN/D, for example:

- Providing quiet time out for a student with emotional needs
- Providing a visual timetable* and clear explanations of tasks for a boy with autistic spectrum disorder
- Providing assistive technology

Additional staff provide support for learning in the Classroom and sometimes in small groups away from the main part of the lesson for a short period of time. These staff include:

| Staff | Available | Examples of what they do |
|---------------------|------------------------------|--|
| Teaching Assistants | Full time equivalent | In-class support working with a child with an EHCP* Small group support for mathematics |
| Reading Volunteer | Daily with specific children | Reading 1:1 or with a small group of children to support with reading |

Frequently asked questions – How we make sure that children with SEN/D enjoy a broad and balanced curriculum

Q. What happens if my child is not making progress in reading? Is there any extra support?

A. We provide additional support through a variety of approaches. These include targeted literacy support in the classroom and in one to one and small group teaching sessions. We always consult you when we are planning to do this and we report back on your child's progress.

Q. Will my child miss out on important lessons in the classroom if they are taken out for an intervention?

A. We will always try to make sure that a child does not miss important parts of a lesson: for example, with the agreement of the child and parent we will run some lessons over the lunch or break.

Q. How will my child get involved in extra-curricular activities?

A. The curriculum includes a wide variety of clubs and activities that take place before and after school and we monitor the attendance of our most vulnerable children at these activities. If a child needs help to get involved we provide that help.

How we make sure that our school and classrooms are safe, accessible and stimulating

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible.

Specialist teams, for example Physiotherapists and Occupational Therapists provide guidance, advice and equipment for children with particular access or support needs.

We have a range of equipment designed to support the development of children's coordination and motor skills.

For some children with special educational needs, we provide specialist equipment including digital technology: iPads and lap-top computers.

Frequently asked questions – How we make sure that our school and classrooms are safe, accessible and stimulating

Q. What specialist resources and equipment are available for my child?

A. We aim to provide a service that meets your child's needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school.

How we work in partnership with parents and carers

We know that the active involvement of parents/carers in supporting the education of their child is one **of the most important factors** in ensuring a child's success and achievement.

We know that parents are the first educators of their child and that we need their knowledge to plan effectively.

From our involvement in the Achievement for All* project we have developed a style of working with parents/carers - for example, through termly Structured Conversations - which places parents/carer at the heart of decision-making about their child.

We will always involve parents and children in planning and reviewing progress.

We make every effort to communicate clearly and regularly with parents and carers of children with SEN/D about, for example:

- how we support their children
- their achievements and their well-being
- their participation in the full life of our school

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading.

We welcome and value feedback on how well we are working with our parents.

We try to communicate in plain English and where possible will provide a translator to support parents and carers whose first language is not English.

Frequently asked questions – How we work in partnership with parents and carers

Q. Who do I talk to in the school if I have questions about my child's SEN?

A. The first person to talk to is your child's Class Teacher who will always be happy to meet you, listen to your concerns and discuss how well your child is making progress in day to day lessons; about friendships and personal development.

Q. How do I raise concerns about my child?

A. If you have questions or concerns about the particular special educational needs of your child, the school's Inclusion Leader will listen carefully to your concerns, explain the different ways in which the school supports your child and when possible and appropriate come to an agreement about changes to provision and/or support.

It will also be possible to meet members of the specialist services who are working with your child – the Inclusion Leader will organise this meeting.

Q. How will you make sure I am involved in planning and reviewing?

A. We review every child's progress each term and we will invite you to come to the school to discuss progress and next steps with your child's Class Teacher and the Inclusion Leader. The Inclusion Leader keeps a careful record of all meetings and an overview of records, provision and the progress of your child.

Q. What can I reasonably expect from the school?

A. We will involve you when we are assessing your child's needs; when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well he/she is progressing. We keep records of our work with children with SEN/D which you can look at and contribute to.

Q. Where can I find information about how the school works in partnership with parents and carers of children with SEN/D?

A. You will find information and support in several places, for example:

- our weekly newsletter, which contains information about meetings with teachers and workshops with parents
- our SEN policy on the school's website:
<http://stjosephs.camden.sch.uk/Policies.html>

You will also find lots of information about how different services in Camden provide help and support to children with SEN/D and their parents - on Camden Local Authority web site www.camden.gov.uk/localoffer

Q. How can you help me to help my child at home?

A. We will meet formally with you once a term and share strategies of how you can support your child at home. We also provide training and guidance for parents on how to help children at home with reading, writing and mathematics. We send out the dates for these events in our weekly newsletter. Our school website contains further guidance for parents on how to help children with home based learning.

Q. Is there a special service in Camden that supports and advises parents about issues such as assessment and provision?

A. Yes. It's called the SENDIASS*. It is funded by Camden Local Authority but is totally independent in terms of giving advice. You will find information on the website www.camden.parentpartnership.com. The person in charge of the service is Victor Baldock

Email = Victor.Baldock@camden.gov.uk Tel number = 020 7974 6264

You can also contact the new Camden Service – Independent Supporters* - who provide work directly with young people and the parents of children being assessed for an EHC plan

www.camden.independententsupporters.com.

Q. What if I am unhappy about my child's provision or progress?

A. We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you will find on our website www.stjosephs.camden.sch.uk/Policies.html or from our office.

If you would prefer to speak to an independent adviser, you may wish to talk to Camden's Parent partnership adviser, Victor Baldock on 0207 974 6264

How we listen and respond to children and young people with SEN/D

We know that the only way we really find out if a child is happy , feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have: giving children the right to choose a preferred adult to talk to
- talking to children and/or groups of children after lesson observations to understand their experience of the lesson
- inviting children to make personal contributions to their Annual Review meetings, for example, through a video montage or power point presentation.
- doing an annual pupil questionnaire on “pupil voice”* – giving children their say
- encouraging children to respond to feedback given through developmental marking
- agreeing with them individual targets
- making sure that our school Council is inclusive and represents the whole of our community
- ensuring that our safeguarding procedures are strong and that all staff are well trained

We use the WIKI website project* with pupils who have an Education Health and Care Plan – this helps everyone supporting the child and family to share information and listen to their views.

Frequently asked questions – How we listen and respond to children and young people with SEN/D

Q. Who can my child talk to if s/he is worried about something?

A. We make sure that every child has at least one adult with whom they can talk and share any worries or anxieties.

How we support children joining our school and leaving our school- and making transitions

When a child comes in to our Nursery or Reception class, a member of staff will make a home visit and where relevant, collect information and records from previous Nursery

provision. We always encourage parents to visit our Nursery or Reception classes. We plan carefully to help children to feel safe and settle in.

We create a special book to help the child get to know Teachers and support staff and become familiar with the building.

When a child moves up to the next class, we organise Hand-Over meetings where Teachers and support staff make sure that the new Teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children.

We also provide an opportunity for parents and their children with SEN/D to meet the new Teacher and TA before the start of the school year.

Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them

When a child comes to our school in the middle of a term, we plan a range of support – depending on the particular needs of each child. This often involves a team of “Buddies” to help her/him settle in to the new class and provide help to find their way around the school.

| Other Transitions | The key focus | Who involved | What we do |
|--------------------------|--|---|--|
| Primary to Secondary | <ul style="list-style-type: none"> - Support for move to new building and curriculum - Support for friendships and well being - Planning support for learning | <ul style="list-style-type: none"> - Primary + Secondary SENDCOs - Inclusion Governor | <ul style="list-style-type: none"> - Attend Induction days - Hold Transition meetings with parents - Invite Visits to our schools - Secondary SENDCO attends Year 6 Annual Reviews |
| Mid-term admissions | <ul style="list-style-type: none"> - Support for coming to a new school – e.g. learning, friendships and well-being | <ul style="list-style-type: none"> - SENDCO - Inclusion Governor | <ul style="list-style-type: none"> - Meet pupil and parents - Assess needs - Go through classroom routines and weekly timetable - Tour the school - Pupil Buddy |

Frequently asked questions - How we support children joining our school and leaving our school – and making transitions

Q. What happens when my child – who has a SEN statement/Education Health Care plan - moves on to secondary school?

A. We invite parents and the Secondary school SENDCO/ Inclusion Leader to take part in the Annual Review of the Statement/Education Health and Care plan in year 6

We then provide extra escorted and supported visits to the secondary school: these involve a tour of the school and a meeting with the Form Tutor*. We then discuss with the secondary SENDCO any extra support for each child depending on her or his needs.

This often involves a “Buddy” arrangement* - a Year 8 child makes friends with the new pupil and helps her/him through the first term.

Q. Who do I talk to about my child moving between Reception and Year 1 and between Key Stage 1 and Key Stage 2?

A. It depends on your child’s needs. The starting point would be your child’s current Class Teacher. You might then want to talk to the Inclusion Leader.

Q. What might change about my child’s support when he/she moves to secondary school?

A. Our Inclusion Leader will make sure that the Secondary school is fully aware of his/her needs and explain what was most effective and successful for him/her in the primary phases of education. The Secondary school will then plan a programme of support suitable for the secondary curriculum.

Q. How do I find out about who the new point of contact will be in the new school?

A. You should request a meeting with the school’s SENDCO/ Inclusion Leader as soon as possible after your child starts secondary school. The SENDCO/ Inclusion Leader holds all the records on children with SEN/D new to the school and s/he will let you know who the Key Worker* will be for your child.

How we support children’s health and general well-being- including their safety, attendance and positive behaviour

The school takes the personal development and well-being of children very seriously.

We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles.

We also know that some children with SEN/D are particularly vulnerable when it comes to making and keeping friendships.

We address many of these issues in our PHSE (Personal Health and Social Education)* curriculum.

We encourage children to develop confidence and resilience* through teaching, social play opportunities and through more targeted support where this is needed.

You can read more about our approach to behaviour in our policy:

www.stjosephs.camden.sch.uk/Policies.html

We have a zero tolerance of bullying and talk about all aspects of bullying in assemblies and lessons; if bullying did occur we work with the children involved to make sure that it does not happen again.

We have a whole school policy on anti-bullying:

www.stjosephs.camden.sch.uk/Policies.html

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships. We will always consult and involve parents in the decision to offer this support. Our specialist help includes:

| Specialist Support | Available | Examples of what they do |
|--|----------------------|--|
| CAMHS worker | One afternoon a week | Works with children and sometimes parents, for example, at times of crisis such as bereavement |
| Parent workshops to support with behaviour and routine at home | | Work with parents to provide strategies to support at home with behaviour. |

We have an up to date policy on how we manage medical needs. See our website

www.stjosephs.camden.sch.uk/Policies.html

The Deputy Head has responsibility for Health and Safety concerns across the school.

Children with serious medical needs have an Individual Medical Care Plan which sets out

- The medical condition and resulting needs, e.g. medication + treatment; environmental issues
- Support for educational and emotional needs
- Who provides support: their role and training and who needs to be aware
- Arrangements for working with parents/carers

- Support for long term absence
- Support on School trips and journeys
- Emergency procedures

When a child with medical needs is absent long term from school we make sure we keep her or him in touch with learning and friendships.

Our school Nurse provides training and support with medical needs, such as yearly training on how to use an EpiPen

We support all children to attend school regularly, for example through providing an enjoyable and stimulating curriculum and through home support where this is needed.

We provide specialist support and up to date training for staff on safeguarding, keeping children safe and meeting children's emotional needs.

All of our staff and governors have **an up to date DRB* check.**

Frequently asked questions – Personal development and safety

Q. Who will watch out for my child at playtimes to make sure they are safe and well?

A. We have a well-trained team of Playground Assistants who organise games and activities. A very important part of their role is to keep a close eye on everything that is happening at lunch and break times and intervene if any child is feeling stressed or sad.

How will we know if we are successful?

We work with you to create plans and clear outcomes for your child. We constantly monitor important evidence to ensure that your child is making the expected progress – we take action where we are not successful

These are the things – the facts and data - we look at to make sure we are meeting the needs of children with SEN/D:

- Their academic standards and good progress
- Their behaviour – for example, few exclusions
- Attendance – high
- Their involvement in activities, visits and clubs
- Taking responsibility - involved in the full life of the school
- Destinations and smooth transitions – e.g. feedback from secondary schools
- Parent feedback - confidence and trust

- Parental complaints – few + resolved

We also want to understand the experience of children with SEN/D so we are looking at the best ways to do this – to ask about:

- Children’s sense of inclusion
- Positive attitudes to self, peers and school: positive friendships
- Their personal resilience and confidence as learners

GLOSSARY – WHAT WORDS AND PHRASES MEAN

| Word | What this means |
|--|---|
| 1. Leaders, Managers and Governors | |
| SENDCO | Special Educational Needs Co-ordinator |
| SEN REGISTER | Special Educational Needs List of children, so the school community hold them in mind |
| IEP | Individual Educational Plan A plan for each child with SEN that tracks their needs, progress, support parent and child views, targets for everyone to work towards children’s needs. |
| 2. How we develop the skills, knowledge and expertise of school | |
| Teaching Assistant | Additional adults who support the learning process, social behaviour and needs of children |
| 3. The contribution that specialist services and teams make to the progress and well-being of students with SEN/D | |
| Educational Psychologists | A professional who supports, monitors and thinks with the school, assesses and identifies children’s needs |
| The Hearing Impaired service | Camden service of specialists who give advice, support and monitor children with HI |

| Word | What this means |
|---|---|
| The Visually Impaired service | Camden service of specialists who give advice, support and monitor children with VI |
| Occupational Therapists | Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with functional, motor or sensory needs. |
| Speech and language therapists | Professionals from the Health Service who identify, asses, support, monitor, offer advice to children, schools, families for children with communication, social, language needs. |
| CAMHS Team – Child and Adolescent Health Service | Supporting the emotional and personal development of students |
| MOSAIC | Supporting students with complex needs |
| Social Services Family Services Social Work (FSSW) | Services that support the child and the family accessing the correct services and safeguard children. |
| SCAS | Helping schools with identification planning for students with ASD (Autistic Spectrum Disorder) |
| Health visitor/school nurse | Health Professional, who monitors, supports and gives advice to families and schools on all aspects of children's well-being and health needs. |