



The Catholic Academy Trust in Aldershot

St. Joseph's Catholic Primary School Aldershot

Intervention (SEN) Information Report September 2021

(The Intervention (SEN) Information Report is a new duty on schools to report information to parents under section 69 of the Children and Families Act 2014.)

Our Vision Statement

"As a Catholic family we welcome all and value Christ in everyone, whilst seeking the highest possible achievements."

St Joseph's is a Catholic (Voluntary) Academy School and we are firmly committed, as expressed in our Vision Statement, to support all pupils' overall well-being and educational achievement using Christ's teachings as our example.

1. What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015) which states:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is **additional to** or **different from** that made generally for other children or young people of the same age.*

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has 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.*

2. The kinds of SEN for which provision is made at the school

Children with a wide range of SEN are welcomed into the school. As a school we acknowledge that children with SEN have different needs, and all children are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child, or
- the attendance of the child there would be incompatible with the efficient education of others, or the efficient use of resources.

The new Code of Practice places an enormous amount of responsibility on **Class Teachers** and support staff to identify and provide help for Intervention (SEN) pupils within their classrooms. Planning for different types of needs is the responsibility of Class Teachers. All Teachers are teachers of pupils with SEN.

3. How does school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

4. What should I do if I think my child may have special educational needs?

If you have concerns about any aspect of your child's education please speak to the Class Teacher in the first instance. You are also very welcome to ask for an appointment with the **Intervention Consultant (SENCo)** or **Headteacher**. All parental concerns will be followed up and appropriate intervention agreed.

5. How will school staff support my child?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, the SENCo, external verifiers.
- Ongoing assessment of progress made by pupils with SEND.
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND.
- Pupil and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records.

In addition St. Joseph's undertakes **termly & bi-termly assessments** in all year groups as part of our whole school assessment procedures. This helps us identify

those pupils who are either underachieving or achieving at a rate slower than their peers.

Action relating to SEN support will follow an assess, plan, do and review model:

- Assess: Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
- Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include targets around preparing for adulthood) that takes into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services
- Specialists in other schools e.g. teaching schools, special schools.
- Social Services
- Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

We will support your child by setting goals & targets with **you**, the **Class Teacher** and, of course, your **child**. These targets will be reviewed at least termly with you

and any external professionals, or more frequently if necessary. **Copies of the review will be sent home for you to keep.** We will continue to use a graduated approach to meeting your pupils' needs. Firstly, we will arrange a meeting with you to discuss your child's needs. If other professionals are involved we will invite them also. At this stage, we wish to share information and agree whether your child requires to be placed on the **Intervention Register**. If so, together, we will decide the level of support required as part of their **Pupils' Success Plan (PSP)**.

Pupils' Success Plan C - An Early Intervention Stage using Class Teacher's Planning & Differentiation

Pupils' Success Plan B -The Intervention Consultant (SENCo) becomes more involved in setting specific learning targets & outcomes for your child with the Class Teacher

Pupils' Success Plan A - Additional support is given. This is where we may seek external agency advice or use the in-school expertise to assess your child's (SEN) requirements in order to set & review targets.

6. How will pupils be involved in decisions regarding provision that can better meet their needs?

Children with SEN have a number of opportunities to be involved in their education. Children are encouraged to have an input into their statutory review meeting through identifying their strengths and areas for development and suggesting how improvements can be implemented. Each child on the SEND register will have a Pupil Success Plan (PSP) which is created with the child. This will include personalised targets which will be worked on in class, individually or in small groups. Each term (or sooner if necessary) pupil's targets will be reviewed and shared with parents and new targets set. Parents are given a copy of the targets to take home and comment on ideas of how to support their child.

In addition, there is a school council which contributes ideas and suggestions for school improvement.

7. How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared with Directors and be judged by external moderators such as Ofsted.

8. How will the curriculum be matched to my child's needs?

All of our pupils participate in our broad-based curriculum. All **Class Teachers** and **Support Staff** at St Joseph's understand that all pupils must achieve the highest possible standards across the curriculum. Some children will require aspects of the curriculum to be differentiated (work is changed to match their needs) in order to achieve their targets. **Class Teachers** will plan for this as part of their weekly planning. In addition English and mathematics are taught in ability groups from year 1 – 6. Within these ability groups work is differentiated at **least two ways**.

We make sure that our intervention groups have the least number of pupils and the highest levels of support. The information contained in the Pupils' Success Plans is shared with all adults who teach your child to help them differentiate the curriculum.

9. How will both you and I know how my child is doing? How will you help me to support my child's learning?

The Pupils' Success Plans for your children will be reviewed and agreed with you, half-termly/termly as appropriate. Prior to internal review, all external professionals will be asked for advice, which will be taken into consideration when outcomes are agreed and new targets are implemented.

A consultation with the Intervention Consultant (SENCo) will, as a matter of course, include advice & suggestions which will support your child's learning. We believe that we are in a partnership with parents, and we recognise parents' unique ability to support their child's learning. This is enshrined in our vision statement.

10. What support will there be for my child's overall well-being?

A Personal, Social, Health and Economic (PHSE) curriculum is delivered to all pupils, which aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

In addition our school is fortunate to have a trained **Emotional Literacy Support Assistant (ELSA) and Framework for Enhanced Individual Pastoral Support Assistant (FEIPS)**. This type of intervention is mainly used to address specific issues like Anger Management & Social/Friendship Skills and is strictly confidential. Typically, a focus will be agreed directed by our Intervention Consultant (SENCo) with Parent/Carers, Child & Teachers. A specific programme will be devised & implemented by an ELSA at school, backed up by Parents at home. A review by all concerned will generally be undertaken after 6 – 12 weeks.

11. What training have the staff supporting children with SEND had or are having?

The Intervention Consultant (SENCo) along with completing the National Award for SEN Coordinators, the SENCo also has specialist access to the most common aspects

of SEN SpLD (Dyslexia), Cognitive Difficulties, ADD/ADHD, ASD, Emotional/Behavioural Difficulties and Speech/Language & Communication Difficulties.

Annually all staff receive Safeguarding training. Along with this training in the last year all LSAs have undertaken Resilience and Stress training, CBT, SEND Code of Practice 2015, Theory of learning, Autism for Parents and Working in Partnership with Parents.

In addition, some staff working with children with specific learning difficulties have undertaken Downs Syndrome training through Stepping Stones, Autism Training and FEIPS training.

Senior Support Staff have training in Speech/Language & Communication Difficulties, Occupational Therapy and ELSA

All Support Staff are trained in the basics of all these issues and meet weekly with the Intervention Consultant (SENCo) to discuss and undertake on-going training.

In 2020 we have staff undertaking the following courses: BA (Hon) Education Degree, Foundation Degree in Childcare and Education and Speech, Language & Communication.

We have excellent communications with SALT, OT, Physiotherapy and Educational Psychologists.

All staff are subject to an annual review (Performance Management) which identifies training needs which will be addressed either internally or externally.

An annual Audit of Teachers' Professional Development Needs takes place and from this training is identified and provided.

12. How will my child be included in activities outside the classroom including school trips?

All Class Teachers have to administer Risk Assessments for their rooms, immediate environments, access to communal areas such as toilets, eating areas, PE & assembly areas & playgrounds and playground equipment. In addition, Risk Assessments are applied to all school trips and one off activities. From these, steps are taken to ensure all children are able to be included in external activities. If there are specific requirements for pupils on the Intervention Register, we will undertake a specific risk assessment.

13. How accessible is the school environment?

St Joseph's is completely accessible, though because of the age of the buildings and the slope of the site – on some routes there are stairs. However, there are ramps as alternatives to external stairs. Internal stairways are short and have handrails fitted. There are disabled toilet facilities. An Accessibility Audit is undertaken for any pupil with physical difficulties prior to starting school. We follow the advice of the Physiotherapists & Occupational Services to adapt the environment according to a child's individual needs. This process is repeated in the Summer Term prior to the child moving Class or building in September.

14. How will the school prepare and support my child to join the school or transfer to a new school?

Transferring between classes and Key stages within school: Teachers have annual handover meetings to make sure that not only academic assessment information but medical, emotional and intervention information is discussed.

Transferring to a new school: We enjoy excellent communications with local schools. Routinely, we liaise closely with Secondary schools – passing any SEN information on (including how a child learns best), arranging joint meetings with parent/carers and the new school's SEN team. We will instigate an Inclusion Partnership Agreement (a plan to meet the needs of a child with complex & specific needs, including advice & views of parent/carers, external professionals etc.) Extra visits are arranged for children, accompanied by a familiar adult, who need more than usual familiarisation with a new school environment or key staff.

In addition our Year 6 teachers organise activities during the summer term, for all the children, to promote independence and life skills they will need when moving into adulthood.

Pupils joining the school: If there is a specific need then we always contact the school from which a child transfers. However, through our own school measures, we may find needs that have not already been identified. Although this is not always the case. If the move is managed we will contact all the relevant professionals to ensure that as much information as possible is obtained. New pupils are "buddied up" with a class member who help them find their way around and acts as a friendly face.

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

Resources are allocated according to need. The school is very well resourced with a Specialist Intervention Building (The Learning Centre). We have specialist teachers who are subject specialists and have setting throughout the school in English and mathematics. Trained Learning Support Assistants support learning in class as well as delivering specific interventions detailed on Pupils' Success Plans

16. How is the decision made about what type and how much support my child will receive?

In consultation with Parents/Carers, we use our "Criteria for intervention" which looks at a range of assessments both internally created and published test along with external agency assessment. We will arrive at an agreement with all parties concerning the type and frequency of Intervention that is to be provided. This will then be reflected in the Pupils' Success Plans.

Pupil Success Plan C: This is the first Stage of deciding whether a child requires intervention. At this Stage, Class Teachers and Parents will agree an initial Success Plan. The Intervention Consultant (SENCo) will probably be involved at this stage, and parent/carers can certainly request this. Plans at this stage will involve Class Teachers ensuring that the learning environment as well as curriculum planning has taken account of individual needs. These plans are reviewed at least termly.

Pupil Success Plan B: After a Review Period, if a child is not making sufficient progress (decided by school & external data, parent views & external agencies) we will move him/her to Pupils' Success Plan B. This plan will involve the Intervention Consultant (SENCo) in setting targets with the Class Teacher & Parent/Carer. These targets will be Specific, Measurable, Attainable, Realistic and Time bound. Further reviews will take place within 6-12 weeks. Targets/Outcomes will be updated and your child will continue on this level of intervention until either together we decide he/she no longer needs it, or that he/she needs a more intensive level of support.

Pupils' Success Plan A – At this point, together we will have reviewed the progress of your child over at least three terms. External Agencies, where appropriate, will have been invited to give advice. Pupils do not have to go through all of these stages.

If your child shows a need that fulfils a particular criteria for any of the Pupils' Success Plans then he/she will immediately be considered for the next level of intervention.

17. How are parents involved in the school? How can I be involved?

Parents can get involved in the school in a number of ways including getting involved with our Parents' Association "Friends of St Joseph's", helping with school trips and visits or offering a special skill or interest. You can even become a Director of the Academy Trust or a School Director. If you want to help with the pupils' learning, you can always volunteer to help in a classroom. We run a special reading programme for those pupils who, for whatever reason, are not heard read at home. Parents are trained in the skills to help pupils and undertake the programme for 2 terms.

18. Who can I contact for further information?

Executive Principle – Mr Bill James, Tel: 01252 350583

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Headteacher – Mrs Deirdre McNeill, Tel: 01252 350583

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Intervention Consultant (SENCo) – Mrs Lauren Williams Tel: 01252350583

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Information on Hampshire's Special Educational Needs & Disability Local Offer –
www.se7pathfinder.co.uk

Or, go to the DfE website – www.education.gov.uk