****

**St Joseph’s Catholic Voluntary Academy SEND Information Report – Amended April 2020**

Welcome to St Joseph’s Catholic Voluntary Academy SEND Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND). If you require any further information then please contact the SENCO (MIiss A Johnstone) on the details below.

|  |  |
| --- | --- |
| **School Name** | St Joseph’s Catholic Voluntary Academy |
| **Type of School** | A fully inclusive Catholic Primary school. |
| **1. What kinds of special educational needs does the school make provision for?** | Children all types of SEND, including: cognition and learning needs, sensory and physical needs, communication and interaction needs, emotional and mental health needs.  |
| **2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?** | By gathering information from parents, the child and, where appropriate, other educational settings, health and care services. Through teacher’s experience of working with the child and their half termly assessments and monitoring. Parents/carers should raise their concerns with the class teacher or SENCO (Special Educational Needs Coordinator). |
| **3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?** | Through half termly monitoring of pupils progress and achievements, evaluation of interventions, use of provision mapping, consultation with parents, discussions with pupils, monitoring of teaching with regard to SEND provision. |
| **3.b) How will both the school and I know how my child is doing and how will the school help me to support their learning?** | Through half termly monitoring of pupils progress and achievements, evaluation of interventions, use of provision mapping, conversations with parents, discussions with pupils and, where appropriate, multi-agency review meetings.Meetings with parents will involve setting targets for the child and giving ideas of how parents can support their child with achieving their targets. Staff will also signpost external services that may be useful. |
| **3.c) What is the school's approach to teaching pupils with special educational needs?** | We are a fully inclusive school. We provide teaching methods, learning opportunities and resources that are matched to the needs the child. We involve the parents/carers in their child’s education and ensure that the pupil is also consulted. |
| **3.d) How will the curriculum and learning be matched to my child’s needs?** | The curriculum is differentiated and adapted to meet the needs of the children. The knowledge gained from assessments, conversations with parents and experience of teaching the child will support planning for the curriculum and learning. |
| **3.e) How are decisions made about the type and amount of support my child will receive?** | Through half termly progress review meetings between the teacher, SENCO and SLT. Discussions with the child and parents/carers.  |
| **3.f) How will my child be included in activities outside the classroom, including school trips?** | All children will be included regardless of level of need. Pre-visits and risk assessments are completed. Any risk identified is addressed to enable the child to take full part. Parent's views are sought. Additional members of staff are used if required. |
| **3.g) What support will there be for my child's overall well-being?** | We offer a happy, caring and supportive environment. Teachers and TAs are always available for children to talk to. We develop children’s skills that enable interaction with others and develop self-confidence. Links are also made with other services. In school we have use Faith in Families and ELSA to support our pupils. |
| **4.) Who is the school's special educational needs co-ordinator and what are their contact details?** | Miss Johnstonea.johnstone@stjosephs.derby.sch.uk01332 361660 |
| **5. a) What training have staff supporting special educational needs had and what is planned?** | All teachers and teaching assistants have had training on teaching children with SEND.Termly SEND Staff meeting and regular INSETs are used to train staff. Other training from outside agencies is given when specific needs arise. |
| **5.b) What specialist services and expertise are available or accessed by the school?** | School nursing team, SALT (Speech And Language Therapy), Educational Psychology, Community Paediatricians, Child Mental Health Service, Faith in Families, other medical practitioners eg. Physiotherapists and occupational therapists and the STePs team |
| **6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school?** | Areas of the site can be accessed by wheelchair users. There is a purpose built disabled toilet in the foyer of the school. Yellow paint identifies the edges of steps and all steps have handrails.  |
| **7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?** | We have an open door policy where parents/carers are welcome to make appointments with class teachers and/or SENCO.Multi-agency meetingsParent’s evenings in Autumn and Spring terms.EHCP annual review meetings |
| **8. What are the arrangements for consulting with children with SEN and involving them in their education?** | Pupil discussions with the SENCO or class teacherRepresentation on the School Council Completion of ‘This is me’ documentPupil passports |
| **9. What do I do if I have a concern or complaint about the SEN provision made by the school?** | First point of contact is the class teacher. If the problem is unresolved then make an appointment with the SENCO. If your problem is still unresolved then follow the school complaints procedure. |
| **10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?** | The SEND governor meets regularly with the SENCO to ensure the school’s SEND policy is adhered to regarding links and information sharing with outside agencies.  |
| **11. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/children?** | Through Local authority SEND meetings, advice on the Local Authorities School Information Portal, multi-agency meetings, literature is sent out whenever school receives information for parents.[Derby City Council - Local Offer](http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/)<https://derbysendiass.org.uk/> |
| **12. How will the school prepare my child to:****i) Join the school?** | Through visits to school, transition meetings with/visits to previous setting/schools if appropriate, communication between parents and staff, other agencies and staff and annual new parents' meeting. |
| **ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?** | Through transition programmes, extra visits, transition passports, communication between parents and staff, other agencies and staff, and staff with other staff. |
| **13. Where can I access further information?** | By arranging a visit to the school, speaking to the SENCO or visiting the website <https://www.stjosephscatholicpri.co.uk/> |

**Supporting Children with SEND during the Covid-19 Crisis**

During the Coronavirus outbreak, schools closed on Friday 20th March to the majority of pupils. Government guidance stated that schools should open, where possible, for vulnerable children and for those children with an Education, Health and Care Plan. We have stayed open for these children.

At St Joseph’s Catholic Voluntary Academy, the parents/carers of children with EHCPs were consulted by Miss Johnstone (SENDCo) / SLT to decide upon the appropriate provision for their child during this outbreak.

Those with an EHC plan will be risk-assessed by their school and parents, to decide whether they need to continue to be offered a school/college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Where necessary, a risk assessment was written by the SENDCo and Head of School to consider a number of different risks provided by the government guidance:

• the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required

• the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting

• the ability of the individual’s parents or home to ensure their health and care needs can be met safely

• the potential impact to the individual’s wellbeing of changes to routine or the way in which provision is delivered

As a result, 4 children with an EHCPs remain at home during this time and 2 will be in school daily. Miss Johnstone (SENDCo) / SLT have regular contact with all parents of children with EHCPs via email or a phone call on a weekly basis.

Children on the Specialist SEND Support Register were advised to remain at home, unless they fell into the ‘exceptional circumstances’ category (e.g. their parent is a key worker) and appropriate work has been provided on a weekly basis by their class teacher. All of the parents of children with SEND have access to Miss Johnstone’s email address and are able to contact her throughout the week with any problems/queries they have. Parents also have regular contact with their child’s class teachers via See Saw and email.

Miss Johnstone has also set up a ‘home-schooling’ page on the schools’ website (<https://st-josephs-catholic-primary-school-derby.secure-primarysite.net/home-schooling/>) which provides guidance, activities, social stories, example timetables and outside agency contact details to support parents who are home-schooling children with SEND.