



## **Our Whole School 'Local Offer' for Special Educational Needs and Disability (SEND)**

The information in our Local Offer is here to help parents of a child with SEND see what is available in terms of SEND provision in our school. We know parents want their children to be happy and be given every opportunity to make the best possible progress. Everyone at St Joseph's School is committed to this same goal.

<b>Head:</b>	Mr Oliver Scott
<b>Head of Junior:</b>	Mr Charles Gonella,
<b>SENDCo:</b>	Mrs Pamela Hartley, Mrs Melanie Mulroy
<b>Pupil Welfare &amp; Safeguarding Officer:</b>	Mrs Kathryn Macaulay
<b>SEND Governor:</b>	Mr Neil Pockett

The information in this policy links with:

SEND Policy

Equal Opportunities Policy

Accessibility Action Plan

### **Our core offer to all children is to provide High Quality Inclusive Teaching**

- High expectations for all pupils
- Environment and resources to promote independent learning
- Well planned lessons with differentiated learning objectives and success criteria as required
- Reasonable adjustments and well planned SEND provision in class
- Range of effective teaching strategies
- Effective challenge by use of varied pitch and pace
- Good modelling by adults
- High level questioning
- High levels of engagement
- Opportunity for individual and group discussion
- Opportunity for pupils to work independently and collaboratively
- Effective feedback to move pupils on in their learning
- Encouragement and praise to engage and motivate pupils
- Self- peer assessment opportunities
- Well trained additional adults effectively deployed

We provide a supportive environment making available the appropriate resources. This includes accessing any required specialist equipment to ensure all children can access the curriculum. We use our best endeavours to make reasonable adjustments to ensure all children with disabilities can be included on school visits and residential trips.

The governing body of the school have a legal duty to publish information on the website about the policy for pupils with SEND. This is updated annually.

The SEND Governor is Mr Neil Pockett

All parents are encouraged to work in partnership with the school. Parents of a child with SEND will have the opportunity to work closely with the school's SENDCo, school staff and outside agencies as appropriate.

**The levels of support and provision offered by our school**

**1. Listening to and responding to children and young people**

The universal offer to all children
<p>The views and opinions of all students are valued          Questionnaire completed by all pupils          Student voice is heard through School Council          Regular Circle Time/ PSHEE activities          Peer supporters system is established (senior school) Smile Team (junior school)          ☑ Mentoring for all senior pupils</p>
Additional, targeted support and provision for groups of children
<p>Students with SEND are included and valued          Small group consultation opportunities are given to encourage all to contribute          Opportunity to revisit events with trusted adult</p>
Specialist, individualised support and provision for individual children
Student voice is an integral part of SEND reviews and all meetings

**2. Partnership with parents and carers**

The universal offer to all children
<p>All parents and carers are actively encouraged to work in partnership with the school.          There are events throughout the year when families are invited to come to school and join in celebrating the children's achievements.          Home school reading diaries and planners provide a vehicle for daily communication.          Parents are encouraged to speak to the class/form teacher but will be directed to other significant members of staff should the need arise.          Annual end of year reports are sent home.          Information sessions such as E Safety.          New parents meeting, meet the teacher, and regular parent teacher meetings to discuss progress          Curriculum information meetings          Parent/carer knowledge of their child's strengths and interests as well as difficulties are valued and used to plan provision for the child.</p>

Additional, targeted support and provision for groups of children
Parents are consulted about appropriate interventions Early support meetings are arranged where needed Support for parents from school specialists: SENDCo
Specialist, individualised support and provision for individual children
Parents contribute to individualised education plans – “parent’s voice” Regular Parent consultation meetings held with opportunity to meet with the teacher and SENDCo Parents/carers views are an integral part of any SEND reviews and meetings. Parent/carers are supported by the school SENDCo if an assessment by the Local Authority is undertaken or external support services and agencies.

### 3. The curriculum

The universal offer to all children
The curriculum is designed to ensure all children can be included. All children have access to the curriculum with reasonable adjustments made as required. We offer a broad and balanced curriculum with opportunity to widen experience, develop life skills, and raise self-esteem and aspiration. Barriers to achievement are identified early to allow effective provision to be put in place. Children access curriculum enrichment opportunities. Children’s interests and strengths are used to encourage engagement in their learning.
Additional, targeted support and provision for groups of children
Intervention packages are needs led and are adapted to meet the needs of individuals and groups of children. Intervention tracking monitors progress of those children who are at risk of making less than expected progress. Small group intervention in class (as directed by the class/subject teacher) includes: <ul style="list-style-type: none"> <li>• phonics</li> <li>• reading/ comprehension</li> <li>• spelling</li> <li>• numeracy</li> <li>• fine motor skills/handwriting</li> <li>• speech and language</li> <li>• social communication</li> <li>• keyboard skills</li> </ul>

<ul style="list-style-type: none"> <li>• other</li> </ul>
Specialist, individualised support and provision for individual children
<p>Children with SEND can access the curriculum with adult support or modification as appropriate. Specialist advice is sought and recommended equipment and resources are used as directed to ensure access</p> <p>In exceptional circumstances children can be dis-applied from some aspects of the curriculum. This must be agreed by all involved.</p>

#### 4. Teaching and learning

The universal offer to all children
<p>Well planned lessons with differentiated learning objectives and success criteria</p> <p>Needs led in-class TA support is available in some classes.</p> <p>In-class targeted teacher support as required.</p> <p>Access to visual aids and modelling</p> <p>Whole class visuals such as timetables</p> <p>Use of writing frames</p> <p>Access to ICT</p> <p>Development of effective use of iPADS</p> <p>High level questioning</p> <p>Effective feedback face to face and through marking</p> <p>Incorporate preferred learning styles</p> <p>Alternative ways of recording are used</p> <p>Effective challenge by use of varied pitch and pace</p> <p>Teachers and Support staff work in partnership, sharing information to ensure provision is effective and targeted appropriately.</p> <p>Supported group work in class to ensure understanding, facilitate learning, foster independence, and keep children on task.</p> <p>Access to technology such as IPADS, laptops (Clicker, talking tins) etc</p> <p>Access to homework club</p> <p>Each child is allocated a Learning mentor</p>
Additional, targeted support and provision for groups of children
<p>Access to needs led small group intervention for reinforcement of concepts requiring overlearning and/or pre-teaching of new concepts. This may be taken by the teacher or TA.</p> <p>Specific training for staff</p>
Specialist, individualised support and provision for individual children

Test concessions

One to one support for those children who require intensive support to ensure they make progress with their learning.

Personalised and highly differentiated work is provided to enable independent learning.

Advice from specialist teacher or outside agency eg Educational Psychologist, Speech therapist

Individual targeted teaching following specific programme.

### 5. Self-help skills and independence

The universal offer to all children

High expectations for all pupils

Provision of suitable environment and resources to promote independent learning

Good modelling by adults and peers

Opportunity for pupils to work independently and collaboratively

Self-peer assessment

Sensitive tracking by additional adults in class

Needs led adult support

Visual prompts to encourage independent self- help skills

Personalised equipment

Additional, targeted support and provision for groups of children

Additional adult support is used to help the child identify what help they need and provide strategies to empower them and promote their independence.

Specialist, individualised support and provision for individual children

Children with SEN are encouraged to contribute their “voice” to their education planning

Provision of specialist equipment and support to maintain and encourage independence

Necessary adaptations to environment

Personalised task boards /timetables

Personalised visuals eg timers, traffic lights etc

### 6. Health, wellbeing and emotional support

The universal offer to all children

Safeguarding is a priority

<p>All children access PHSEE Peer support is encouraged All necessary risk assessments are provided. Appropriate child protection training including E Safety training has been undertaken by the designated child protection officer and other relevant staff. Safeguarding information clearly displayed both in school and on parent's board School promotes the importance of health and well-being of all pupils and staff Access to extensive outside space Smile Team is established Action taken to ensure children can access relevant opportunities for curriculum enrichment such as providing transport Support for families available through Family Information Service (FIS) School works closely with a range of outside agencies as appropriate etc Emotional support is offered to all pupils within a safe, caring and supportive school environment</p>
<p>Additional, targeted support and provision for groups of children</p>
<p>Staff identify pupils with health, well-being or emotional needs and initially discuss this with parents</p>
<p>Specialist, individualised support and provision for individual children</p>
<p>Access to specialist support from agencies eg Independent Listener, Bereavement and Loss Counselling. Students with specific medical conditions have individual health care plans Personalised support for Individuals as required</p>

## 7. Social Interaction opportunities

<p>The universal offer to all children</p>
<p>Opportunities for <b>all</b> children to mix across all age ranges. Opportunity for individual and group discussion. All reasonable endeavours are taken to ensure all children can access visits and residential trips. Children are given a sense of place in school as part of a class and house Links with the community through the Church, supporting local charities e.g. food bank , choir visits to local nursing homes Mini-buses facilitate access Small group activities such as Circle time/social skills group. Enrichment activities forest school, after school clubs</p>
<p>Additional, targeted support and provision for groups of children</p>
<p>Staff identify pupils who find social interaction difficult and teachers initially discuss this with parents</p>

Specialist, individualised support and provision for individual children

Individual adult support provided to encourage collaborative activities  
Individual support and/or specific arrangements to enable inclusion in clubs  
Use of social stories with individual children to promote social skills.

### 8. The physical environment (accessibility, safety and positive learning environment)

The universal offer to all children

Provision of a safe environment where bullying is absolutely minimal and dealt with effectively  
Named Child Protection Officer  
Named Health and Safety Governor who undertakes regular audits and checks.  
☑ Access possible to all areas  
Positive, child friendly learning environment with excellent outdoor space  
Emphasis on rewarding good behaviour with clear sanctions used consistently.  
Provision of safety equipment  
Access to quiet space outside

Additional, targeted support and provision for groups of children

Adaptions may be required to support specific requirements within a class or year group

Specialist, individualised support and provision for individual children

Alternative arrangements for unstructured times eg lunch times  
Advice followed from specialist teachers for children with sensory/physical needs.

### 9. Transition from year to year and setting to setting

The universal offer to all children

On site nursery comprehensive transition arrangements in place for entry into EYFS.  
Transition planning for all year 6 to senior school or secondary schools.  
Transfer of all records between classes and settings  
Timetabled meetings for focussed conversation between class teachers  
In house transition day

Additional, targeted support and provision for groups of children

Receiving teachers meet with current teachers and/or SENDCo to discuss any children with particular needs Small group enhanced transition
Specialist, individualised support and provision for individual children
Individual and supported enhanced transition including extra visits with TA

### 10. The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community
A range of training is undertaken by staff to ensure we are able to support individual needs within mainstream class provision Training for all teachers and TAs on Dyslexia led by the Dyslexia Adviser July 2015 Named staff are trained in and regularly update their training for; First Aid Safeguarding and child protection All teachers and TAs are aware of the new SEN Code of Practice, the implications for the school and the new systems required The senior SENDCo has an OCR level 7 Diploma for Teachers of Learners with Specific Learning Difficulties and a Diploma for English in the Primary school. She is also a member of PATOSS. The junior SENDCo is currently completing the National Award for Special Educational Needs Coordination
To enable targeted support and provision
School Staff and TAs support children who need to work at times in targeted small groups and lead intervention programmes
To enable specialist, individualised support and provision
Additional training can be undertaken to enable us to offer specialist support for individual children We will work with other agencies and share information to support individual children

Mrs. P. Hartley  
Mrs. M. Mulroy



Reviewed June 2016

### Support for Children and Parents

#### Services and organisations that we work with:

Service/ Organisation	What they do in brief	Contact details
<b>ASD Team</b>	County advisor available for advice on supporting children with Autistic Spectrum Difficulties.	Special Educational Needs Education, Health & Social Care 3 West New County Hall Truro TR1 3AY  01872 324242
<b>CAMHS Child and Adolescent Mental Health Services</b>	The service helps children and young people up to the age of 18 deal with emotional, behavioural or mental health issues	Children's Services Care Management Centre: Tel: 01872 221400 Email: <a href="mailto:cpn-tr.ChildrensCMC@nhs.net">cpn-tr.ChildrensCMC@nhs.net</a>
<b>Educational Psychology Service</b>	Services of Educational psychologists as required privately	List available through school SENCo
<b>Family Information Service</b>	The website contains a wealth of useful information for families	0800 587 8191 <a href="http://www.cornwallfisdirectory.org.uk">http://www.cornwallfisdirectory.org.uk</a>
<b>Independent Listener</b>	An additional service which offers confidential support and guidance for pupils.	Gail Morwood
<b>Launceston Children's Centre</b>	Access to health and parenting support services	Coronation Park, Launceston PL15 9DQ Monday to Friday 09:00 to 17:00 Tel: 01566 770823
<b>Occupational Team/ Physiotherapy Team</b>	OT and or Physiotherapy support with identification of Developmental Co-ordination Difficulties, sensory processing difficulties etc and with	Contact local G.P. for further details

	programmes of specific support, equipment, training and reviews.	
<b>Penhaligon's Friends</b>	Support for Bereaved children A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	01209 210624 or 01209 215889 <a href="http://www.penhaligonsfriends.org.uk">http://www.penhaligonsfriends.org.uk</a>

<b>Physical Disabilities Team</b>	County advisor available to offer advice, provide specialist equipment and support with training and contribute to reviews	Early Help Hub  earlyhelp@cornwall.gov.uk +44 01872 322277
<b>Speech and Language Therapy</b>	Therapist available to undertake assessment, provide resources and training and contribute to reviews. Specific programmes of intervention delivered by therapist or assistant as needed.	Early Help Hub  earlyhelp@cornwall.gov.uk +44 01872 322277

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