



Our Lady & St Joseph SEND Local Offer

Policy Statement and Guidelines

Autumn 2022

Mission Statement:

***We are a happy, exciting and successful learning community
with Jesus at the centre***

This document describes how the school supports children's learning

We believe that:

All children deserve quality first teaching to ensure high levels of achievement.

Children's learning needs should be provided for in a variety of different ways.

Children should be provided with the maximum possible amount of opportunities.

Children should have access to strong teaching and support staff.

Children should be encouraged to become independent learners.

All children need to develop into life-long learners who are excited and engaged by school.

Our children have access to a devoted team of teachers, a skilled SENDCo (Special Educational Needs Co-Ordinator and SMT (Senior Management Team) who strive for the very best to ensure that your child's school days are happy and fulfilled.

Q. What type of school are you, what special educational needs do you cater for and are there eligibility criteria?

We are a small (half-from entry), happy and nurturing school in the heart of the New Forest. We draw from a diverse range of local areas across the New Forest. Many Catholic children reside in the New Forest parishes and Waterside parish.

Our school currently includes pupils with SEND (Special Educational Needs and Disability) in the following areas:
Learning Difficulties

Autistic Spectrum Condition

Speech and Language Difficulties

Medical Needs

Social, Emotional and Mental Health difficulties

We do not have specialist teachers or teaching assistants with specific training in specialised SEN areas. We cater for mainstream children in a class setting through carefully crafted support.

Q. How does your education setting know if children / young people need extra help and what do I do if I think my child has special educational needs?

Children's attainment and progress is continually monitored by class teachers. Leaders monitor specific groups through book scrutiny, pupil conferencing and professional discussion with teachers. Children are assessed as individuals. This includes children with SEND. All children are tracked throughout the school year. Children who are identified at the end of the academic year, as working below the significantly below age-related expectation (pre-emerging/ PEM) for their own year group or who require a highly differentiated curriculum are entered onto the school's SEND list.

In addition, children who are not making expected progress are discussed with class teachers during pupil progress discussions with SMT to determine possible barriers to progress and extra support which may be needed in order to accelerate progress. Any concerns regarding your child's progress and/or attainment can be discussed with their class teacher and/or SENDCo.

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

Children who are Pre-Emerging (PEM) or who are in receipt of an Education Healthcare Plan (EHCP) are tracked via an Individual Education Plan (IEP) with SMART targets. We track EHCP children's progress throughout the year against their EHCP targets. Formal assessments and data analysis are carried out on a termly basis. There is a specific focus on vulnerable groups including children with SEND. EHCPs (Education Health and Care Plans) may be applied for if necessary and these are reviewed annually with parents/carers. The SENDCo and /or Director/Deputy Director of Vulnerable Children & Families is responsible for referring children to outside agencies should further support be needed.

A Reading Log/Homework Diary is used to communicate on a regular basis with parents, as well as regular informal meetings. Our curriculum is online. Children with SEND who are PEM, have an IEP and within this their area of need is identified.

Q. How will the education setting involve my child/young person in their own education?

Children's attainment and progress is a continual focus during lessons. Children know how well they are doing through pupil conferencing and feedback. They are involved in setting their own targets and improving their work. Children who have been identified as having SEND also have a Pen Portrait and within this, their area of need is identified. These are also discussed with parents. Pupil Voice interviews are carried out on a 3 weekly cycle. Vulnerable groups, including SEND, form part of the interview group in order to gain their views on wider school issues. Information is used to refine systems and practice.

Q. How will the education setting staff support my child / young person?

Planning is differentiated to meet the needs of pupils with SEND. This is monitored by the SENDCo, Director of Teaching & Learning, Coaching Team and SMT. AFL (Assessment for Learning) is at the heart of all teaching and this is used to further personalise learning and ensure progress. The IEP is used to make targets explicit for children and these are shared with parents during Target Setting meetings.

Children who have been identified as having Emotional, Behavioural and Social difficulties may be referred for targeted support via the SENDCo. Our SENDCo works in class to coach teachers and directly impact on children's outcomes.

Q. How will the curriculum at your education setting be matched to my child / young person's needs?

Curriculum planning is differentiated to take into account the needs of pupils with SEND. This may take the form of differentiated tasks, resources or levels of support and may be differentiated for a group of children or individual child as appropriate. IEPs are used within lessons to measure progress towards targets. Where appropriate children may access individual timetables and designated work space.

Q. How is the decision made about what type and how much support my child / young person will receive?

Analysis of information on progress and attainment is carried out termly by the Senior Management Team. Resources are allocated depending on the level of need within a year group. We do not have specialist teaching assistants.

The SENDCo monitors provision and tracks progress through 'in class' support, book scrutiny, pupil conferencing and the monitoring of IEPs.

If needed referrals may be made to outside agencies for additional support either through the PHIG (Primary Heads Inclusion Group) or by making direct referrals to the Educational Psychology Service, CAMHS (Child and Adolescent Mental Health Service) or the Community Paediatrician.

Further additional support may be sought via an application for an EHCP (Education and Health Care Plan). Any referrals are always made in consultation with parents

Q. How will my child / young person be included in activities including trips run by your setting?

We currently offer after school activities on Monday, Tuesday, Wednesday and Thursday afternoons. These are run by Sports coaches or Music staff from outside agencies. All trips and after school activities are Risk Assessed and there may be individual Risk Assessments are carried out for children with SEND depending on the nature of their need. If potential risks are identified special provision will be discussed with parents in order to ensure the safety of their children.

Q. What support will there be for my child's overall wellbeing?

Children's well-being is at the core of all that we do. Where additional support is needed, referrals can be made through the SENDCo and / or Director of Inclusion either by parents or class teachers. All referrals are discussed and agreed with parents prior to support commencing. Medicines are administered by staff with basic first aid training. We currently have access to a school nurse who may be able to provide advice / support for children experiencing medical / emotional difficulties. (I believe this isn't the case anymore) In the case of more complex needs it may be necessary to consult with a specialist medical professional. Parents will be informed if medical advice is to be sought.

We have a school council who meet regularly and are the representatives for the children in their class. Pupil voice interviews are carried out by a senior leader. Pupils selected for the interview include children with SEND. Questions will include focus on emotional wellbeing and any concerns are addressed at the appropriate level.

Attendance meetings are held half termly. The Heads of school/Senior Site Leads, Director of Inclusion, Education Welfare Officer, Admin Assistant and School Nurse discuss children who are persistently absent and how they and their families may be supported to improve attendance.

We do not tolerate bullying in any form. We actively promote equality for all of our staff and pupils. Further information can be found in the 'policies' section of our school website.

Q. What training is provided for your staff for supporting children and young people with SEND?

Training may be arranged on a needs led basis.

We have access to an Educational Psychologist who runs 2 anonymous consultations a term for staff to discuss children's needs. The SENDCo runs regular staff surgeries.

The school nurse provides annual training on Asthma, Anaphylaxis and Epilepsy. All staff are trained annually on Safeguarding.

Where necessary schools may access outreach work from specialist services for specific children. We do not have specific trained teaching assistants in school.

Q. How accessible is your education setting (indoors and outdoors)?

Our school is on one floor. There is a disabled toilet on site. The school does not have shower facilities. The school building has wheelchair access via a number of entrances. Regular health and safety audits are carried out by our estate manager and Hampshire County Council. Children with any medical or physical needs are subject to an additional risk assessment in respect of them accessing the environment.

Q. How are parents / young people currently involved in your education setting? How can I get involved and who can I contact for further information?

During the autumn term teachers discuss targets with parents. A written report is sent home during the spring and a follow up appointment for parents is offered at this time. At the end of the academic year parents are informed of the levels at which their child is working and how this compares to national expectations.

Parents are encouraged to discuss any concerns regarding their child's attainment or progress at any time. In the case of children with SEND parents may also wish to discuss progress with the SENDCo and / or Director of Inclusion who can advise on further support from outside agencies which may be necessary.

EHC Plans are reviewed annually as a matter of course. If it is deemed necessary they may be reviewed at any time. Children are asked to contribute their views as part of this process and parents are invited to the formal review as well as any key staff involved with their child.

Q. What steps should I take if I have a concern about the school's SEND provision?

We encourage parents to discuss any concerns with their child's class teacher in the first instance. If the concern is not addressed satisfactorily then the Principal and/or Headteacher may be contacted via the school office. Our formal complaints policy can be accessed via the school office.

Q. What specialist services and expertise are available at or accessed by the school?

'In house' services:

1 ELSA (part-time)

School currently also have direct access to:

School nurse

Educational Psychologist (purchased service)

Speech & Language service

Referrals may be made to:

CAMHS

Community Paediatrician

PHIG – in order to access specialist teacher input

Social Care – via an Early Help referral

Forest Park Outreach

Q. How will the school prepare and support my child / young person to join the school, transfer to a new school, or transition to the next stage of life?

Transition into our school at any stage is considered carefully. A transition package is discussed with parents and key professionals. Depending on area and complexity of need a part time, graduated induction may be considered. If necessary additional visits to our school or a receiving school may be arranged by the Director of Inclusion. Where children with SEND are transitioning from our school we will ensure a full handover with key staff. This may include visits supported by our staff, social stories, joint working with outreach services or meetings between professionals and families. All transition arrangements are discussed and agreed with parents.

Q. What if the child I am caring for is Looked After by the Local Authority (CLA)?

In the case of child who is in care we will work with their carers, allocated social worker and Independent Reviewing Officer (IRO) in order to create a package of support which meets all of their needs. Provision and progress are monitored via a Personal Education Plan (PEP) completed by the Designated Teacher alongside social care and foster carers. We will seek permission from the Local Authority in respect of referrals to other agencies as appropriate.

There may be further agencies or specialist departments which are accessible to CLA depending on current Local Authority policy.

Q. Where can I get further information about services for my child / young person?

This document has been produced as part of the school local offer. Further information about the local authorities Local Offer can be found at

Children living within Hampshire Local Authority
http://www.hantslocaloffer.info/en/Main_Page

School SEND Policy
https://drive.google.com/file/d/1YWZWWCpHkQUcOjMWXeHNG3oOoDISr_q9/view?usp=sharing

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