

St Joseph's Catholic High School

SEN Local Offer Report

"Living, loving, learning – through Christ"



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1. What is the local offer?

Our local offer is information for parents and carers of children who have Special Educational Needs (SEN) or a disability, and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending St Joseph's.

2. How are Special Educational Needs defined?

Special Educational Needs are defined as a child of compulsory school age who has a greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of facilities provided in school.

3. How will the school know if my child needs extra help?

We identify students with additional needs through:

- Concerns raised by parents/carers, teachers or the child.
- Monitoring progress through data analysis and observation.
- Liaising with the Pastoral team to monitor changes in student's behaviour or progress.

4. Who is the best person to talk to about my child's difficulties with learning/SEN?

You can contact Miss Kinrade (SENCO) helen.kinrade@sjchs.uk

All communication is welcome. If you have any difficulties reading this policy, you are invited to call school and speak to the SENDCO.

She may direct you to the relevant member of staff to address your concerns. These may include:

- Safeguarding and Welfare Lead (for Year group)
- Form Tutor
- Subject Teacher
- Faculty Leader

5. How will I know how the school will support my child?

There are opportunities throughout the year to discuss your child's progress at parents' evenings and SEN review meetings.

Subject teachers complete an academic trawl, one per term, which are issued to parents in the form of a report. Parents are able to track their child's progress via these reports.

Knowledge Organisers are used as a tool for home-school communication to keep parents informed and involved in helping their children to progress. All tutors email parents each term to open up dialogue.

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

When a student has been identified with additional needs their work will be differentiated by each subject teacher to enable them to access the curriculum at an appropriate level. Sometimes the curriculum will be altered after discussions with parents and faculty leaders.

Learning Support Assistants (LSAs) may be allocated to work with the student in a one-to-one or

small focus group to target more specific needs.

Specialist equipment may be given if required.

Your child may have an additional lesson called Learning Support with Miss Kinrade and her team in the Learning Support department. This lesson covers literacy, numeracy and your child's mental health in a triangular cycle.

Your child may be assigned a key worker from the learning support team. In this instance your child's key worker will have day to day contact with your child, will have weekly contact with parents and liaise between teacher and pupil when needed. Your child's key worker will also help instruct teachers on your child's learning style.

7. How will I know how my child is doing?

You will be able to discuss your child's progress with subject teachers at parents' evening.

You can contact the school to speak to Miss Kinrade, Safeguarding and Welfare Lead, subject teachers or form tutor. Appointments can also be made to speak to these members of staff about issues in more detail.

In the instance where your child no longer requires the support once given, teachers and the pastoral team will contribute as well as parents to the decision to remove children from the SEN register. This is a three-part process including all individuals involved with your child in school. As soon as parents have agreed that their child no longer has additional needs that can't be met by the curriculum and their timetabled lessons/teachers, then the students' status in SIMS will be changed to reflect this.

8. How will the school help me to support my child's learning?

Subject teachers may suggest ways and resources that you can use to support your child at parents' evening.

Miss Kinrade (SENCO) or a member of the Pastoral team may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.

Teachers or Miss Kinrade (SENCO) may request your child be assessed for examination arrangements. This would usually take place in year 10 in preparation for GCSEs.

If outside agencies or the Educational Psychologist have been involved, suggestions or programmes of study are normally provided that can be used at home.

9. What support will be available for my child's overall well-being?

The well-developed Pastoral Team takes a holistic view of the child and appropriately shares and seeks information which would best contribute to the overall well-being of any individual.

Links are clearly established to ensure an inclusive policy is followed which tracks the academic progress of the child as well as monitoring their social and emotional well-being.

Where a specific or event general need is indicated any number of a wide a variety of measures can be put in place using well-tailored resources and skills of staff inside school, or when required referral to external agencies which provide a more specialist provision for particular

needs.

10. What specialist services and expertise are available at this school?

At times it may be necessary to consult with outside agencies to receive their specialized expertise and support. These agencies include:

- ⌋ Educational psychologist
- ⌋ CAMHS (Child & Adolescent Mental Health Service)
- ⌋ PASS (Physical & Sensory Service)
- ⌋ Inclusion team
- ⌋ Social Services
- ⌋ LASCS
- ⌋ School nurse team

A termly planning meeting occurs in which a wide range of external agencies attend a meeting at school to discuss and offer advice on how to support and continue to support students with additional needs at St Joseph's.

11. Are staff who support children with SEN in this school provided with appropriate training?

Different members of staff have received training related to Special Educational Needs. These include:

- How to support students on the autistic spectrum
- How to support students with social and emotional needs
- How to support students with low literacy levels, including reading support
- How to differentiate lessons appropriately
- How to deliver precision teaching

Miss Kinrade (SENCO) completed her second PGCE (SENCO qualification) in May 2021.

Team members who may support my child:

Rowan Carr: Social Emotional Mental Health lead

Vicky Smart: Higher Level Teaching Assistant - Maths Specialist

Diane Shilito: Higher Level Teaching Assistant

Marilyn Lowery: Senior Teaching Assistant – English Specialist

Karen Bragg: Senior Teaching Assistant

Carol Dawson: Senior Teaching Assistant

Sarah Green: Teaching Assistant

Emma Carruthers: Trainee Teaching Assistant

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

All students are invited to and given the opportunity to attend extra-curricular clubs. School trips and activities are also available to all students. Details are on our website when trips are promoted and extra curricular timetables are on the website also.

Risk assessments are carried out and procedures are put in place to ensure that all students are able to participate.

Trip meetings are held prior to involve and inform parents and carers of planned activities.

13. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have a present include:

- Specific toilets adapted for accessibility
- Lockers in adapted areas of school
- Alternative entrance points into school building

14. How will the school prepare and support my child when they are starting, leaving this school or moving to another year?

In Year 6 before joining the school, students with additional needs complete a transition unit to help them to adjust and settle in their new school, meeting staff they will be working with and

other students starting with them.

When moving years all relevant and up to date information about students is shared with their new teachers. Student may also be introduced to their new teachers.

When moving into post 16, students with additional needs complete a transition programme with the appropriate place of learning. This programme involves visiting staff and planning and practicing the journey.

15. What if my child needs transport to and from school?

Depending on the needs of the individuals, the school would endeavor to provide any assistance where possible of ensuring the safe travel of a child to and from school. **Guidance will always be sought from the local authority.**

On very specific occasions it may be deemed necessary for school to help support a family financially regarding a purchase of a bus pass or even provide transport in the short term via our Attendance Officer.

Students with medical needs

If a student has a medical need a Health Care Plan is compiled for the student in consultation with parents/carers and discussed with all staff who are involved with the student.

Staff have received training on EpiPen, asthma, diabetes and epilepsy from the school nurse and Local Authority.

Where necessary, and in agreement with parents, medicines are administered in school. These are kept by the pastoral staff who administer the medicine and keep a record on the school system.

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources, dependent on individual needs. This is tracked very carefully to ensure we are fulfilling the needs of our students.

Additional provisions may be allocated after discussions with staff and with students, parents and carers at review meetings.

17. How is the decision made about how much support my child will receive?

These decisions are made in consultation with subject teachers, curriculum leaders and pastoral leaders. At times it may be done in consultation with outside agencies.

During their school life, if concerns are identified due to a student's lack of progress or well-being, we endeavour to put intervention in place to address this. The impact of these interventions is monitored through data analysis and SEN progress reports completed by subject teachers. There may be occasions where a student's curriculum is modified. This gives us the opportunity to teach what may be missing from the child's school experience, e.g. road safety. In very rare cases we may adopt a work placement model for our KS4 learners. We would organise a work placement and following all relevant health and safety guidelines encourage students to become lifelong learners and prepare for adulthood.

18. How will I be involved in discussions about planning for my child's education?

We encourage all parents and carers to contribute to their child's education. This may be through:

- Discussions with subject teachers.
- Discussions or meetings with Miss Kinrade (SENCO) or Pastoral Leaders.
- Attending SEN review meetings.

19. Who can I contact for further information?

If you wish to discuss your child's educational needs or have any further questions or queries, please contact Miss Kinrade (SENCO) via the school office on 01900 873290.

