



St Joseph's Catholic High School

Local offer of services available to support students with SEND and their families

"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 or a disability (SEND), 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?

The SEND Code of Practice (2015) 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.*
- *A child of compulsory school age or a young person 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 or mainstream post-16 institutions*

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

We identify students with additional needs through:

- Concerns are raised by parents/carers, teachers, professionals, previous schools or by the student themselves.
- 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?

The school SENCo is Mrs Lucie Thornthwaite.

If you have any worries or concerns around your child's learning or progress please contact Mrs Thornthwaite on 01900 873290 or email: lucie.thornthwaite@sjchs.uk

Mrs Thornthwaite may refer you to another appropriate member of staff to address your concern including your child's Head of Year, Teachers or Safeguarding Lead.

5. How will the school support my child?

- All of our students are offered excellent, targeted classroom teaching which is adapted to meet varying needs and learning styles.
- Some students may benefit from additional group work to support their progress, this may be in the form of interventions outside of the classroom and this will be communicated with parents.
- For students on our SEN register a support plan will be in place and reviewed termly to assess progress and plan next steps, this is known as SEN Support.
- Some students may be referred to outside agencies (through our Early Help Process) and guidance provided to school to support the student.
- After seeking external advice and following guidance provided we may feel a student needs a higher level of support in the form of an Educational Health Care Plan (EHCP)
- If your child receives an Educational Health Care Plan the Local Authority will outline funding depending on level of need and school will put a provision map in place to show how that is used to support your child and this will be reviewed termly.

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

Adaptive teaching which is differentiated for individual students is our first step in responding to student needs. This will enable all students 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 our students in a one-to-one or small focus group to target more specific needs and specialist equipment maybe given if required.

Your child may access additional or alternative small group lessons in our Learning Support Department. This will be identified in their support plan and communicated with parents.

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

There are opportunities throughout the year to discuss your child's progress at parents' evenings and a termly report detailing your child's report will be sent termly.

If your child is on the SEND register and has a SEND Support Plan you will be invited into to review their progress termly.

Homework timetables are provided to parents for home-school communication to keep parents informed and involved in helping their children to progress. Form tutors contact parents termly and parents are welcome to call or email form tutors and Heads of Year with any worries or concerns.

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.

Form tutors:

Form tutors are an invaluable support to your child. Form tutors are there to settle your child into school daily, practicing school worship and being the first contact of the day. Everything we do as a school is inspired to develop all children to reach their potential, but we do this in the right way; with *compassion, empathy* and *understanding*. We foster the individual child no matter where they are on their school journey and provide advice and guidance. Form tutors will be a direct source of contact for all parents/carers, providing updates on welfare and progress made by your child. Reading is a key part of form time and whole class discussing and reading materials will help children develop their oracy and reading skills daily.

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 by the curriculum and their timetabled lessons/teachers, then the students' status in Arbor 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.

Mrs Lucie Thornthwaite (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.

If we feel your child requires additional support during their exams Teachers or Mrs Thornthwaite (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?

All of our staff at St Joseph's Catholic High School are experienced in dealing with students with a range of special educational needs and there are all treated with respect, love and kindness.

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
- Specialist Advisory Teachers (SATs)

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 precise teaching
- How to deliver phonics training

Mrs Thornthwaite has completed a NASENCo Award.

Team members who may support my child:

Mrs Smart: Higher Level Teaching Assistant - Maths Specialist

Mrs Shilito: Higher Level Teaching Assistant

Mrs Bragg: Senior Teaching Assistant

Miss Carruthers: Teaching Assistant

We are currently training two apprentice teaching assistants:

Mrs Riley

Miss Hodgson

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 endeavour 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 keeps 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. 'We have a bespoke programme of study for one cohort of students. These students study the KS3 National Curriculum but teaching and learning is tailored and adapted to ensure these students reach their full potential. The learning offers a life skills strand to compliment the learning. 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 Mrs Thornthwaite (SENCO) or Pastoral Leaders.
- Attending SEN review meetings and Parent Consultations

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 Mrs Thornthwaite (SENCO) via the school office on 01900 873290 or email: lucie.thornthwaite@sjchs.uk