



# St Joseph's Preparatory School

Part of the Edmund Rice Family

## Special Educational Needs Information

OUR SCHOOL MOTTO IS:

### **Growing in Faith and Knowledge** OUR SCHOOL MISSION STATEMENT

St Joseph's Preparatory School is a Catholic School, which was founded by the Christian Brothers and is a place where the staff and governors work to bring the Gospel values into all areas of School life and where prayer, worship and liturgy are seen as meaningful experiences.

Each child is encouraged to strive for the highest possible standards of work and behaviour, whilst learning to live as a well-mannered, self-disciplined and tolerant individual both inside and outside the classroom. The children learn to live as happy and caring members of a School community, which values their unique individual talents and also the needs of others.

St Joseph's Preparatory School values and nurtures a close partnership with parents and encourages the forming of meaningful links with the wider community. The children are encouraged to take part in extra curricular activities in order to develop an interest in sporting, cultural and recreational activities.

St Joseph's Preparatory up holds fundamental British values and encourages respect for all people.

St Joseph's Preparatory School recognises its legal duty to work with the Local Safeguarding Children's Board acting on behalf of children in need or enquiring into allegations of abuse.

We recognise that pupils have a fundamental right to be protected from harm and require a secure environment in order to learn effectively.

St. Joseph's Preparatory School's Safeguarding Children Policy follows the guidelines laid down by the City of Stoke on Trent Safeguarding Children's Procedures and "Working Together to Safeguard Children"(2013) and "Keeping Children Safe in Education" (2015) (KCSIE)

Our motto 'Growing in Faith and Knowledge' encapsulates the School's Aims:

- To provide a caring, Christian community, in which individuals can develop fully.
- To strive for excellence in all areas – academic, sporting, musical etc.
- To provide an ethos which brings the Gospel message alive.
- To develop strong community links.

(St. Joseph's Preparatory School has achieved International School Status and is an Eco School.  
We are a Dyslexia Friendly School.)

*St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

# SPECIAL EDUCATIONAL NEEDS INFORMATION

## **Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

## **Questions**

### **1. How does the setting/school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

The class teacher will usually make the initial identification of a pupil who may require Special Educational Needs support, following concerns with the rate of progress/assessment results and in consultation with the Special Educational Needs Co-ordinator (SENCO). Pupils will be identified if they are making less than expected progress, given their age and circumstances. This will include progress in all areas, including the development of social skills in order to make a successful transition into adult life.

Parents/Carers will be invited in to meet with staff to share information and they will be involved in discussing possible interventions, setting targets and reviewing progress. The child will also be involved in this progress using child friendly resources. The interventions will be in addition to the differentiated work carried out as high quality teaching in the classroom. Parents/Carers are encouraged to talk with the staff as soon as they have any concerns. Staff are available to see parents/carers at the end of the school day in addition to the Parents/Carers 'Evenings held twice a year. Parents/Carers can also gather information about the processes involved from the school's Special Educational Needs Policy. The school would also recommend parents/carers to the Special Educational Needs Information, Advice and Support Services (SENDIASS) and the Local Offer on the Stoke-on-Trent Local Education Authority website.

### **2. How will early years setting/school staff support my child/young person?**

Early intervention is very important in our school so that we can use our best endeavours to ensure that the children get the support they need at a young age.

There are small classes, beginning in the Nursery, which mean children receive more enhanced 1-1 support in the classroom as well as small group work which may take place outside of the classroom setting. The school provides a stimulating and high quality early years environment. The social, emotional, moral, physical and intellectual needs of every child are met within a structured programme of play and learning activities.

In the Foundation Stage the school also has access to specialist services within the Local Education Authority.

**3. How will the curriculum be matched to my child's/ young person's needs?**

Children and parents/carers will be invited to meet together with staff to create a child friendly 'pupil passport/profile', with targets to best determine how the curriculum can be matched to the child's needs but within the context of inclusion with their peers. Staff also develop timetables to match the needs of the child.

The curriculum is designed to give pupils a broad and balanced education and the school support the children in developing morally, socially and emotionally within a caring Christian environment where the emphasis is very much on caring for each other.

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

The school keeps detailed records of the children's progress – formative assessments take place each half term and a summative assessment at the end of each academic year. Targets are broken down into achievable steps for the children who have been identified as requiring special educational needs support and these are reviewed and evaluated every term with the child, parents/carers, staff and SENCO to monitor the impact and effectiveness of the provision and to ensure success. Copies of the targets and strategies used are given to parents/carers and ideas given to support their child at home. This may include links to outside organisations that will be able to assist in the child's development. Close links are maintained between school and parents/carers.

**5. What support will there be for my child's/young person's overall wellbeing?**

Each child is valued as part of the school's ethos and mission statement. Staff work alongside children to ensure that all their needs are met which include pastoral care, academic, health and physical well-being. Structured programmes are set up for children who need any additional support in these areas and advice gained from appropriate agencies and with parents'/carers' consent. Multisensory resources are used throughout the school for children to record their views, how they are feeling and to comment on their progress and understanding. Further details can be found in the schools relevant policies.

**6. What specialist services and expertise are available at or accessed by the setting/school?**

There is a designated teacher in the school who is the Special Educational Needs Co-ordinator. In consultation with parents, pupils and teachers, the school offers 1-1 lessons which take part on a one/two week basis, from the Coordinator, for pupils who have been identified as requiring special educational needs support as well as more frequent, short, 1-1 sessions from a Support Teacher.

Lessons are available in school from an independent teacher for children with Dyslexia.

The school receives visits from the school nurse, who is in contact with the Health Services.

In discussion with school and parents/carers, visits can be arranged from an Educational Psychologist, if required. There is contact with the Educational Welfare Officer, Children's and Young People's Services and Social Care Services as needed.

In the Foundation Stage, the school can access specialist services within the Local Education Authority. Many of the staff in the school have specialist training in health issues. Parents will be involved at all stages and access to external support services will not take place without parents/carers consent.

**7. What training have the staff supporting children and young people with SEND had or are having?**

The Special Educational Needs Co-ordinator attends appropriate courses and conferences as they arise as well as liaising with other SENCOS within Stoke on Trent.

Teachers, Classroom Assistants and Learning Support Teachers attend courses which have a particular bearing on the children they are supporting.  
Staff meetings are held to address any issues on a regular basis.  
Outside agencies are invited into school to lead training.

**8. How will my child/young person be included in activities outside this classroom including school trips?**

The school feels that it is essential that all children are included in activities outside the classroom with the appropriate 1-1 support and the correct adult – child ratios needed on school trips.

**9. How accessible is the setting/school environment?**

The school has disability access throughout and there is an 'Accessibility Plan' and 'Equal Opportunities Policy' in place for all parents/carers to gather information.

**10. How will the setting/school prepare and support my child/young person to join the setting/school or the next stage of education and life?**

Taster days are arranged for children who are joining the school and arrangements made to ensure that the children settle in quickly and feel a part of the school family. If the children are moving to a new setting, meetings are arranged between the pupils, staff and parent/carers and the staff in the next setting. Detailed transition plans are developed to ensure that the children receive as much support as possible. Visits are made by the pupils to their next settings and staff continue to liaise as needed. A Transition Book, 'My Life, My Future' is written by the pupil which include their ambitions for the future.

**11. How are the setting's/school's resources allocated and matched to children's/young people's special educational needs?**

If the Local Education Authority has granted a child an Education, Health and Care Plan, the Authority will also allocate the hours of support for the child with parents/carers choice as to how this can be used within the LEA guidelines.

1-1 support and small group work (in addition to the personalised teaching within the classroom) is allocated to children who have been identified with requiring special educational needs support, the appropriate resources are sought and the learning environment adapted as required.

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

The decision as to what type and how much support the child will receive will be a multiagency decision in conjunction with parents/carers and the child.

**13. How are parents/carers involved in the setting/school? How can I be involved?**

Parents/carers views are valued at the school and they can be involved in the school in a variety of different ways.

Consultations take place with teaching staff at Parents/Carers Evenings and at parents/carers/teachers request. There is an active PTA which parents can join for support and further involvement and the school takes part in many community activities such as sporting and musical events.

Meetings are arranged every term with the Special Educational Needs Co-ordinator, and more frequently, if required.

The school can arrange for parents/carers to liaise with the appropriate outside agencies following assessment.