



**St. Joseph's Preparatory School**  
**Part of the Edmund Rice Family**

**OUR SCHOOL MOTTO IS:**

## **Growing in Faith and Knowledge**

SEND Information Report  
Individual Education Needs and Disability

<b>School Name</b>	St Joseph's Preparatory School
<b>Head Teacher</b>	Mr D Hood
<b>SENDCo</b>	Mrs S. Dale
<b>Governor with responsibility for SEND</b>	Mr D. Edge Governors have oversight of all school policies including SEND. SEND is on the agenda at all full governors meetings and the SENDCo meets regularly with the SEND Governor with updates.
<b>Contact details: address</b>	St Joseph's Preparatory School Rookery Lane, Trent Vale Stoke-on-Trent ST4 5RF
<b>Email</b>	enquiries@stjosephsprepschool.co.uk
<b>Telephone</b>	01782 417533
<b>Age Range</b>	3 – 11 years
<b>Our School</b>	St Joseph's Preparatory School is one of the leading private Independent Roman Catholic co-educational schools in North Staffordshire, welcoming pupils of all faiths. The school is built on the tradition of our founders, The Congregation of Christian Brothers, and the ethos of the school reflects their challenge to seek and live out the gospel values in the competitive climate of today's educational world.

### **How do we support all children to ensure that they reach their full potential?**

- We provide a broad and balanced curriculum which emphasises the acquisition of excellent basic skills in Reading, English, Mathematics and Science. These are complemented by Computing, Design Technology, History, Geography, Religious Education, Music, Art, Physical Education, PSHE and French, which are all an important part of our curriculum. Spanish and Latin are also offered as part of the curriculum for Years 3, 4, 5 and 6. Latin provides a very good basis for Literacy and the development of language. Each classroom has an interactive white board and children are allowed individual access to computers and I-Pads monitored by our qualified staff.

- We have a structured reading scheme and offer a variety of reading materials in the Library and in each classroom.
- Through careful tracking, we ensure that the progress of all children is well monitored and professional dialogue about every child in school takes place every term to ensure that any difficulties are identified early and suitable provision is put in place.
- We have a team of dedicated teachers who deliver high quality curriculum to all children, including Mrs S. Dale, our Individual Educational Needs Coordinator (SENDCo), who has completed the Postgraduate National Award for Special Educational Needs Coordination. Mrs Dale is time tabled in this role for four and a half hours per week.
- Detailed programme of review with parents and professionals: regular parent's evenings take place in the Autumn and Spring term for Prep and Pre-Prep children as well as in the Summer term for Early Years Children. Written reports to parents are also sent out in the Autumn and Summer terms to ensure that parents are fully aware of their child's current level of achievement and next steps.
- Carefully devised behaviour management policy with rewards (stickers or House Points) and Sanctions (yellow and red cards). This includes a zero tolerance of bullying of any kind. We have a long established, acknowledged and celebrated ethos of inclusion and equality.

### What are Special Education Needs?

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability causes a significantly greater challenge to learning than the majority of other children of the same age would encounter.

A child 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.
- 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 a mainstream school.

(SEND Code of Practise 2014)

### How does St Joseph's Preparatory School know if children need extra help?

The teachers will usually make the initial identification of a pupil who may require Special Education Needs support, following concerns with the rate of progress / assessment results and in consultation with the SENDCo. Pupils will be identified if they are making less progress than expected when considering 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 will be involved in discussing possible interventions, setting targets and reviewing progress. The child will also be involved in this process using child friendly resources.

Pupils will be identified as having an additional need in one or more of these four areas:

1. Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
2. Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.
3. Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
4. Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical disability.

Special Educational Needs Pupils will have a 'Pupil Passport'; they are child-centered and are created with the majority of input coming from the child themselves. These will contain:

- Pupil names, class and area of need
- Things that others admire about me
- Things, that I like/enjoy and dislike
- Targets which are set according to my area of need
- Information about how I like to be supported, including what interventions are being undertaken.

### What should I do if I think my child may have Special Educational Needs?

If you have any concerns, then please discuss these with your child's form teacher. This may result in a referral to the schools SENDCo: Mrs Dale. You can contact her through the school office. Following a referral to the SENDCo, Mrs Dale will arrange a meeting with you to discuss this further.

All Parents / Carers will be listened to and their views and aspirations for their child will be central to any assessments that are undertaken.

### How will I know how St Joseph's Preparatory School supports my child?

St Joseph's Preparatory school is an inclusive school and may offer a range of provisions to support children with additional needs. Interventions will be in addition to the differentiated quality first teaching taking place in the classroom. Staff are available to see Parents / Carers at the end of the school day in addition to parents' evenings. Parents / Carers can also gather information about the processes involved from the school's Special Educational Needs Policy. We also recommend that Parents / Carers look at the Special Education Needs Information, Advice and Support services (SENDIASS) and Local Offer on the appropriate Local Authority Website.

[http://localoffer.stoke.gov.uk/kb5/stoke/directory/service\\_page?id=viKRdo65wR8#](http://localoffer.stoke.gov.uk/kb5/stoke/directory/service_page?id=viKRdo65wR8#)

We will provide 'reasonable adjustments' for children with disabilities in order to increase their access to the taught curriculum.

The Quality of teaching is monitored through a number of processes, which include:

- Classroom observations carried out by Mr Hood and Staff throughout the year.
- Ongoing assessment in individual areas subjects and of pupils taking part in specific intervention groups.
- Regular book scrutinies undertaken by Mr Hood
- Scrutiny of Planning by Mr Hood
- Teacher meetings to discuss progress on a termly basis
- Pupil and Parent feedback when reviewing targets
- Monitoring of Attendance and Behaviour Records

### How will the Early Year Staff / Setting support my child with Special Educational Needs?

Early intervention is very important in our school and we endeavour to ensure that the children get the support they need at a young age.

There are small classes, beginning in Nursery, which means that children receive more enhanced one-to-one support in the classroom as well as small group work which may take place outside the classroom setting. St Joseph's Preparatory School Early Years and Foundation Stage (EYFS) provides a stimulating and high-quality environment. The social, emotional, moral, physical and intellectual needs of every child are met within the structured programme of play and learning activities. In the EYFS the school will liaise with the Early Years Inclusive Learning Service where a child is known to the Early Years Assessment Forum.

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

Staff along with Mrs Dale will meet with the child and the Parents / Carers to develop a child friendly 'Pupil Passport'. During this meeting it will be determined how the curriculum can be matched to meet the needs

of the child, within the context of inclusion with their peers. Staff also develop timetables where appropriate to match the needs of the child.  
The curriculum is designed to give all pupils a broad and balanced education and the school supports the children in developing morally, socially, and emotionally within a caring Christian environment where the emphasis is very much on caring for each other.

### How will I know how well my child is doing?

When a child is identified as requiring SEND support, parents will be invited into school to discuss the outcomes of any planned support. Attainment towards the identified outcomes will be shared with parents termly by the class teaching with the support of SENDCo and during Parent's Evenings. Parents may also use the home-school diary as a useful tool to communicate with school staff. Other appointments can be arranged to discuss your child's progress with the form teacher, subject teachers, SENDCo or Mr Hood by contacting the school office. Form / Subject teachers or Mrs Dale may contact parents by phone to discuss any emerging issues that may arise.  
Parents will also be invited to attend Parent's evenings and will receive written reports in the Autumn and Summer terms.

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

Please look at the school's website. It can be found at <https://www.stjosephsprepschool.co.uk/> and includes links to resources that we have found useful in supporting parents to help their child learn at home. You will also find the curriculum statements for each year group, which also include suggestions of how you can help at home.  
The class / subject teacher or SENDCo may also suggest additional ways of supporting your child's learning. Homework will also be set which will make you aware of what is being covered in school.  
At St Joseph's Preparatory School, we want to support our children to reach their full potential and our staff are available to discuss any issues or concerns at the beginning and end of the day and can be contacted through the office at any other time.

### What support will there be for my child's overall well-being?

Each child is valued at St Joseph's Preparatory School as part of our ethos and mission statements. The school offers a wide variety of pastoral support for pupils. These include:

- A comprehensive Personal, Social, Health and Citizenship Education (PSHCE) Curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit the school website to see the school's PSHCE scheme of work.
- The pupil's voice is heard through the planning of opportunities from EYFS, which is child led, and facilitated via the school council from Pre-Prep One to Prep Six.
- Individual or small group interventions aimed to support and improve interaction skills, emotional resilience and well-being.
- We have a monthly safeguarding focus.
- A weekly Success Assembly takes place to celebrate individual children's achievements, as well class behaviour and House Point collection.
- The school monitors the health of children in partnership with the school Nurse.
- There are many extra-curricular clubs run during lunch time and before / after school.
- We have playground buddies who are elected by their peers who offer support to others during breaktimes and lunch times to ensure that everyone is included.

### How does St Joseph's Preparatory School support children with Physical Needs?

- We have a disabled toilet available.
- 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.

- We have a moveable ramp available to allow access from the playground onto the verandas where needed.
- Equipment is available where required to help with writing, including sloping boards, a variety of pencil grips, a variety of pens and a range of ICT equipment.

### How does St Joseph's Preparatory School support children with Speech and Language Needs?

- We make referrals to the Speech and Language Therapy team.
- We deliver programmes devised by speech and language therapists
- We offer one to one or group lessons which take place every one to two weeks, with Mrs Dale and / or a Learning Support Teacher (LSA).
- We are trained to deliver interventions e.g. Early Talk Boost (3-4-year olds), Key Stage 1 Talk Boost (5-7 year olds) and Key Stage 2 Talk Boost (7-10 year olds) to support children with language delay to boost their language skills to help narrow the gap between them and their peers.

### How does St Joseph's Preparatory School support children with a sensory impairment?

- We offer one to one or group lessons which take place every one to two weeks, with Mrs Dale and / or Learning Support Teacher (LSA).
- Liaison with Occupational Therapist and Visual and hearing impairment specialists to support learning.
- Staff plan their classrooms to cater for children who have a sensory impairment where needed with specialist resources.
- Carpeted throughout the classrooms and corridors.

### How does St Joseph's Preparatory School support children with Social and emotional difficulties?

- We make referrals to CAMHS
- Staff awareness of children with ASD and use appropriate strategies to support these children with their learning.
- PSHCE curriculum allows opportunities to develop emotional well-being.
- We offer one to one or group lessons which take place every one to two weeks, with Mrs Dale and / or Learning Support Teacher (LSA).
- We are trained to deliver interventions e.g. Think Bricks Therapeutic Play to empower and inspire children to communicate their thoughts and feelings.
- A variety of lunch time and after school clubs to promote self-esteem.

### How does St Joseph's Preparatory School support children who need support with Literacy?

- We have a variety of interventions programmes.
- Teaching staff are aware of Dyslexia-friendly teaching strategies.
- We offer one to one or group lessons which take place every one to two weeks, with Mrs Dale and / or Learning Support Teacher (LSA).
- We can offer informal screening for Pupils with suspected dyslexia and can offer support in obtaining a formal diagnosis.
- Specific, target-focused interventions.

### How does St Joseph's Preparatory School support children who need support with Numeracy?

- We have a variety of interventions programmes.

- We offer one to one or group lessons which take place every one to two weeks, with Mrs Dale and / or Learning Support Teacher (LSA).

### How does St Joseph's Preparatory School support children who have medical needs?

- The school receives visits from the school nurse, who is in contact with the Health Services.
- In discussion with Parents / Carers we can arrange a visit from an Educational Psychologist, if required.
- We have contact with the Educational Welfare Officer, children's and Young People's services and Social Care Services as needed.
- Children with medical needs will have a Health Care Plan created by a team around the child including school nurse or specialist nurse, parents and school first aid lead Miss Gerrard.
- All medicine administration procedures are in line with the first Aid Policy.
- We have a team of trained first aiders and pediatric first aiders (all staff working in EYFS are pediatric first aid trained).
- Staff receive epilepsy, epi-pen and asthma training.
- Many of the staff in the school have specialist training in health issues, including diabetes.
- All staff within the school are aware of the medical needs of all pupils including those with allergies and what to do in an emergency.

### How does St Joseph's Preparatory School support children who have English as an Additional Language?

- The school will seek specialist support where needed and will follow the advice given.
- Induction programme when children arrive at school.
- Dual language resources will be sought.
- All staff who work with the child will develop a differentiated programme of study which will be adapted to run alongside the curriculum that is followed by their peers to support the child in meeting specifically set targets.

### How does St Joseph's Preparatory School support children with complex and/or multiple needs?

- The school will seek specialist support where needed and will follow the advice given.
- Close liaison with local primary special schools.

### How does St Joseph's Preparatory School ensure that all staff are well trained?

- Mrs Dale, our Individual Educational Needs Coordinator (SENDCo), has completed the Postgraduate National Award for Special Educational Needs Coordination.
- Mrs Dale attends appropriate courses and conferences as they arise as well as liaising with other SENDCo's within Stoke-on-Trent.
- Teachers, Classroom Assistants and Learning Support Teachers attend courses which have a particular bearing on the children they are supporting.
- Regular training sessions for staff on SEN issues in staff meetings.
- Whole school training as part of the School Improvement Plan.

### How will St Joseph's Preparatory School support children in activities outside the classroom, including school trips?

- We feel that it is essential that all children are included in activities outside the classroom with the appropriate support, which may be one to one with the correct adult to child ratios needed on school trips.
- Detailed risk assessments are carried out and procedures are put in place to enable all children to participate in all activities.
- All children are encouraged to join extra-curricular clubs.
- Parental consent letters are sent to provide information regarding the trip and to highlight information that is identified on the risk assessment
- We have a parent consultation meeting prior to the residential trip to Alton Castle in P5/P6

### How does St Joseph's Preparatory School support a child joining the school, moving to a new setting and transferring to secondary school?

#### On entry:

- We arrange taster days for all children joining our school and arrangements are made to ensure that children settle in quickly and feel part of our school family.
- Parents / Carers are invited to meet at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- Visits will be arranged to previous setting to discuss learning and to meet the child in their familiar setting when required.
- Mr Hood and Mrs Dale (SENDCo) will meet with Parents / Carers of children who are known to have Special Educational Needs to allow concerns to be raised and solutions to any perceived challenges to be developed prior to entry.
- If Pupils are transferring from another school, the previous school's records will be requested immediately and a meeting will be set up with Parents / Carers to identify and reduce concerns.
- Allocation of a support assistant as soon as possible and introduction before child starts school.

#### Transition to a new setting:

- If appropriate we can apply for extra-time or other Access Arrangements for those children who are undertaking entrance examinations.
- If children are moving to a new setting, we arrange meetings between the child, staff and Parents / Carers and staff from the next setting. We create detailed transition plans to ensure that the children receive as much support as possible.
- Visits are made by the child to their next setting and staff continue to liaise as needed. These visits may be accompanied as appropriate.
- A Transition Book, 'My life, My Future' may be written by the child, which includes their ambitions for the future.
- We transfer appropriate information to the new setting to ensure that there is a smooth transition.

### How are St Joseph's Preparatory School's resources allocated and matched to the Special Education Needs of children?

- If the Local Authority has granted an Education, Health and Care Plan (EHCP), the Authority will allocate the budget for the support of the child. Support will then be allocated in school with input from Parents / Carers as to how this can be used within the LA guidelines.
- One to one support and small group work (in addition to personalised teaching within the classroom) is allocated to children who have been identified as requiring Special Education Needs support, the appropriate resources are sought and the learning environment adapted as required.

### How does St Joseph's Preparatory School make decisions about what type of support my child will receive?

- A graduated approach is taken involving Mrs Dale (SENDCo), teachers, Parents / Carers and the child. The process to Assess / Plan / Do / Review.
- For a child with SEND who does not have an Education, Health and Care Plan (EHCP), the decision regarding the support required is dependent upon the amount of support and need required and will be discussed with the SENDCo, teachers and Parents / Carers.
- For a child with an Education, Health and Care Plan (EHCP), this decision will be reached when the plan is being produced or at the child's annual review meeting.
- If you have any concerns about the decisions being made with regard to your child's Special Education Need or Disability you should follow the school's complaints procedure, which is available on the school's web-site and from the school office. Further support can also be found SENDIASS.

### How does St Joseph's Preparatory School involve Parents / Carers in the life of the school? How can I be involved?

We value the views of Parents / Carers and you can be involved in a variety of ways:

- Parents evenings take place in the Autumn and Spring term for Prep and Pre-Prep children as well as in the Summer term for Early Year Children.
- Attending workshops e.g. EYFS workshops
- Attending Masses
- Attending Assemblies e.g. Class s, Harvest and Mother's Day Assemblies
- Attending Christmas Concerts
- Attending the Christmas Carol Service
- Attending EYFS and Pre-Prep Prize Giving Assemblies
- Attending Prep Prize Giving ceremony and end of year Production
- The PTA which gives parents the opportunity to meet with other parents as well as support the school in fundraising events.
- The school takes part in many activities such as sporting and musical events which parents are able to attend and support.
- Meetings are arranged every term with Mrs Dale (SENDCo), and more frequently, if required.
- We can arrange for you to liaise with the appropriate outside agencies following assessments.