

St. Joseph's Catholic Infant School

COVID-19 Pandemic

We recognise that the consequences of the pandemic can be a particularly difficult time for children with special educational needs. We also recognise that children have missed vital early education and we are working to provide them with inclusive, high quality teaching to enable them to reach their potential.

We will work to identify the additional needs of SEN pupils and provide ongoing support during this time. Individual risk assessments will be carried out, and the school will do its best to meet provision by reviewing any flexibilities that may be required to respond to outbreaks or restrictions as they develop.

Any information in this local offer is subject to current COVID-19 restrictions and legislation. Aspects of this offer may therefore be unavailable, subject to alteration or removal and any consideration of this offer must be carried out with this in mind.

Special Educational Needs and Disabled Learners (SEND)

We are an inclusive school that welcomes and celebrates diversity.

We believe that every child is entitled to an education which enables them to fulfil their potential and become independent and confident learners. All staff are committed to working together with all members of the school community. We pride ourselves on having a caring, understanding team who look after all of our children. We believe that by nurturing the whole child they are able to thrive spiritually, morally, socially and academically.

1. How does the school know if my child needs extra help?

Our teachers continually reflect on the learning opportunities they provide to ensure they meet the needs of all learners. In some cases we recognise that children will need extra/additional support from their peers and we have a number of methods to help us identify children in this instance.

These include:

- Talking to and liaising with parents about any concerns they may have (this may include a home visit)
- Information gathered from your child's pre-school or previous school/setting.
- Information from other services who have worked with your child, for example a speech and language therapist.

This information will be used to create an in-depth picture of your child. Once your child is in school we will monitor their progress and development and plan to meet their needs accordingly. If we have concerns, we may ask other professionals to give advice and support.

What should I do if I think my child may have special educational needs?

Talk to your child's pre-school key worker or class teacher. Your concerns will always be taken seriously, as your views are very important to us.

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2. How will school staff support my child?

Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the needs of each child. All teachers have responsibility for the pupils in their lessons and the progress of all children is reviewed on a regular basis.

In some instances the teacher will seek further support to enable them to best meet your child's needs and where necessary will work alongside the Special Educational Needs Co-ordinator (SENDCo).

Where necessary, an individual programme of support will be used and progress monitored.

Where necessary, the school may seek support from outside services. This will be discussed with you and a referral made with your permission.

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

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.' SEN Code of Practice 2015

Our curriculum is designed to inspire our pupils to engage in learning across a diverse range of topics. Through these topics our teachers work hard to ensure that;

- Lessons are pitched appropriately so that all children can learn and progress.
- Lessons take account of the needs of the individual child and plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- Pupil progress meetings are held three times a year with the Head Teacher, SENDCo and class teacher to discuss suitable teaching programmes for each child.
- Learning targets are shared with parents at our Parents' Evenings 3 times a year.
- Where necessary, additional provision will be made to meet the needs of your child in addition to curriculum lessons. This may be delivered in a small group or 1:1 by a teacher or teaching assistant. This concentrated, short term support enables your child to make progress in an area they specifically need additional support in.

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

- Lessons are pitched appropriately so that all children can learn and progress.
- Teachers take account of the needs of the individual child and plan accordingly.
- In school tracking and assessment enables each class teacher to analyse the progress of the child.

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- Pupil progress meetings are held three times a year with the Head Teacher, SENDCo and class teacher to discuss strategies to support the class and individual pupils to succeed. This includes how you can support your child at home.
- Pupil targets are shared with parents at Parents' Evening 3 x a year. Where necessary this may include the SENDCO alongside the class teacher.
- Parents are invited regularly into the class to meet the class teacher informally for open afternoons and Book Looks.
- Information evenings for parents are held in school around key curriculum areas – these focus on helping parents understand school assessment systems and how to build on fundamental skills taught in school (eg. Phonics, Year 2 statutory assessments)

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

Support we can provide in school may include:

- nurture groups
- social skills and friendship groups
- 'pupil voice'
- behaviour programmes including rewards and sanctions
- Prescribed medicines can be administered in school with signed parental permission. There are nominated first aiders in school and several members of staff have paediatric first aid qualifications. If your child has significant medical needs, you will need to speak to the SENDCo to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.

The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class-teacher will speak to the SENDCo.

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

Currently we have teachers and teaching assistants who have had training in the following areas:

- speech and language
- dyslexia
- behaviour
- Attention Deficit Hyperactivity Disorder
- sensory needs
- motor skills

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- Autistic Spectrum Disorder

We may access support from other services, for example;

- Educational Psychology Service
- Language and Learning Support Service
- Speech and Language Therapy
- School nurse
- Autistic Spectrum Disorder services
- Early years services
- Education Support, Behaviour and Attendance Service
- Occupational therapy
- Child and Adolescent Mental Health Service
- Counselling services
- Service for Children with Sensory Needs
- Assistive and augmentative technology services
- Children's services
- Traveller and English as an Additional Language Service

7. What training have staff had, or are undertaking, to support children with special needs?

- The Head Teacher is the Continuing Professional Development (CPD) Co-ordinator for class teachers, and the SENDCo is the CPD Co-ordinator for teaching assistants. Both roles ensure that all staff have the skills they require to support pupils.
- Skills audits are carried out and training is delivered by the SENDCo or outside services.
- Shadowing/peer observation regularly takes place.
- Medical training to support pupils with medical care plans such as epilepsy, asthma and Epi-pen training.

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

- We make sure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.

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- Parents/carers may be invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

9. How accessible is the school environment?

- The school is on a split level site and several steps access the Key Stage 1 classrooms and the hall. The steps have child level handrails and level access is available around the outside of the building to these lower areas.
- There is a ramp to access the pre-school cabin.
- We have 1 disabled toilet located in the pre-school cabin.
- Visual timetables are used in all classrooms.
- We have an accessibility plan, which is available to view.

10. How will the school prepare and support my child to join the school, transfer to a new school...

... or the next stage of education and life?

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Close liaison between SENDCo, teachers in Early Years, and dual placement settings if applicable. This may involve multi-agency meetings to support the transition
- Good transfer of all SEN information.
- Previous schools contacted for information sharing.
- Parent & child pre-visits to Early Years Foundation Stage class in Reception
- Transition to new class facilitated by sessions during the summer term with new class teachers and environment.
- Transition sessions for Year 2 pupils during the summer term or earlier if necessary.
- The new school is invited to attend any EHC plan or Statement reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups)

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

- The special educational needs (SEN) budget is managed by the Head Teacher, SENDCo, SEN Governor and Bursar.
- Resources are requested and ordered as necessary to support each pupil's learning.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

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

- Each child is assessed individually according to the SEN Code of Practice and LA guidance, and additional provision and support will be developed dependent on need.
- Additional assessments from outside services, such as educational psychologists, language and learning support, speech and language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held with the Head Teacher and class teacher to track progress and decide upon further support.
- School based plans are discussed with parents and staff up to three times a year (if appropriate).

13. How are parents involved in the school? How can I be involved?

- All parents are actively encouraged to take part in the school community. This may include assemblies, workshops, sharing skills and school visits. Our school Parentmail system and website will alert you to upcoming events relevant to the year group your pupil is in.

14. Who can I contact for further information?

- Class teacher
- SENDCo
- Head Teacher
- School website (including SEN policy)

If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, do not hesitate to contact us.

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This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

This service offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions to improve the information, please email office@stjosephsrcinfant.bucks.sch.uk

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