



Special Education Needs and Disabilities (SEND) Information Report
and Local Offer

1. What is the name of your educational provision?				
Address: St Joseph's Primary Catholic Voluntary Academy St Joseph's Road, Handsworth, Sheffield, S13 9AT. Tel: 0114 2692773 email: enquiries@st-josephs.sheffield.sch.uk SEN Governor: Jane Egan SENCO: Hannah Fern				
2. Please give a brief overview of your educational provision				
We are a one form entry Primary School providing education for children aged 4-11 years				
3. What is your current Ofsted rating (if applicable)?				
Good (2018)				
4. Who is your educational provision for?				
The provision is available for:				
3-4 Years	4-7 Years	8-11 Years	12-16 Years	Post 16 age
	✓	✓		
The provision supports learners with:				
Education	Health	Social care	Preparing for Adulthood	
✓	✓	✓	✓	
The provision primarily supports (or has supported) learners with:				
Cerebral Palsy	ADHD/ADD	Social & communication difficulties including Autism	Behavioural Emotional or Social Difficulties	Down's Syndrome
	✓	✓	✓	
	Hearing Impairment	Medical Needs or Long-term Illness	Mental Health Difficulties	Moderate Learning Difficulty
	✓	✓	✓	✓
	Multi-Sensory Impairment (vision & hearing)	Physical Disability / Mobility Issues	Profound & Multiple Learning Difficulty	Severe Learning Difficulty
	✓			
	Specific Learning Difficulty (e.g.	Speech, Language & Communication	Visual Impairment	Waiting for diagnosis

	Dyslexia)	Needs		
	✓	✓		✓

The provision is accessible as a:

Mainstream service	Specialist service
✓	

If you are a specialist setting what other admissions criteria do you use?

N/A

Please state the number of pupils on your roll and your average class size

Number on roll: 208
Average Class Size: 30

5. How does the setting identify learners with SEN?

In the first instance Class Teachers will identify a child as potentially having SEN. Concerns about a child’s learning needs are discussed with parents and the SENCO, and monitored through regular formative and summative assessment. Pupil progress meetings are held each term between Class Teachers and the Senior Leadership Team (SLT) and transition meetings are held annually. These provide additional opportunities for the needs of all SEN children to be identified and discussed. We track pupils’ progress rigorously to identify children who are not making expected progress. Sometimes school may seek additional advice and assessment from other professionals such as the Fusion Learning Hub.

6. Is your setting physically accessible to all learners?

St Joseph’s Primary is a school based in two buildings, one for EYFS and Year 1 and the other for Years 2-6.

The EYFS/Y1 building is accessible to all and contains a disabled toilet/changing facility. The main building is accessible, but difficult in one corridor internally, due to small sets of stairs. Parts of the building were built in 1874 and are listed which makes installing ramp facilities difficult.

Visual timetables are used and multi-sensory teaching takes place in all classrooms.

The school is secured by walls and fences and once the school day has started, only accessible via an intercom at the main entrance. Doors are security code locked or accessed using a staff fob. Visitors must sign in/out and wear identifiable visitor badges.

A safe quiet place called The Rainbow Room is available to children who feel the need to access it during playtimes and lunchtimes. The school Learning Mentor is based in The Rainbow Room. A quiet space for eating is available in the Year 2/3 area, for those children who feel unable to cope with a busy, bustling lunchtime environment. The Sofa Room is a safe space that children can choose to use during lesson time for a sensory break or to regulate their emotions with support from a trusted adult.

7. How does your setting adapt the curriculum for learners with SEND?

Ultimately the Head Teacher is responsible for, and oversees the learning of children with SEN. The SENCO shares responsibility for co-ordinating SEN provision and accessing specialist agencies. Class Teachers are responsible for planning, delivering and monitoring structured,

targeted learning for children with SEN. Teaching assistants play an important role in delivering interventions and support for children with SEN.

Quality first teaching is used in all classrooms to ensure the curriculum is fully accessible for all children. Teachers plan resources and support to enable children to access the curriculum. Routines are flexible to accommodate the wide range of needs of children with SEN.

Adaptations are made to the curriculum for individual learners with SEN. Where written communication is a barrier, adjustments such as the use of assistive technology and access to resources (e.g. ACE Dictionary, Reading Pen) are used to support learners to achieve their full potential. Alternative opportunities to record learning are built into the curriculum, such as opportunities for drama, use of ICT/Clicker 8 and recording equipment and presentations.

8. What training have your staff received to support learners with SEND?

Staff receive regular training to meet the needs of learners. This includes training to deliver interventions such as Precision Teaching, the Curiosity Programme and Jabadao, Lego Therapy and Phonics interventions. This also includes specific training on dyslexia, autism, neurodiversity, speech, language and communication needs, emotional regulation, nurture training, and health issues such as epilepsy and allergies. Staff have also received training on a Relational and Trauma Informed Approach and Team Teach.

The school Learning Mentor works alongside colleagues to advise and upskill staff on a daily basis.

Our Education Mental Health Practitioner works in school weekly to advise and support staff around children's SEMH needs, and also works directly with individuals and groups of children to provide support and education.

Staff are working alongside CAMHS to introduce the Healthy Minds Project in school.

We have a good working relationship with specialist services such as Speech and Language, the Autism Service, Educational Psychology, Fusion Learning Hub, Early Years Inclusion and the Family Intervention Service. Staff access training provided by these services.

9. How do you communicate with and involve families?

School has close links with parents and carers. At the beginning of each academic year, class teachers have a Meet the Teacher event, where routines and classroom procedures are explained to all parents. Two parent meetings are held in each academic year; one in consultation with their child and the class teacher. School sends out a weekly newsletter for parent/carers. Parents are regularly invited into school for class assemblies, Christmas and Easter performances, Harvest Festivals etc. Parents are also invited to Parish Masses, attended by the school community. The Head teacher, class teachers and SENCo are all available by mutually convenient appointment. Parents are also able to message class teachers on Dojo and email the SENCo directly.

Learners with SEN have a termly review meeting which parents attend, as well as the child's class teacher, SENCo and the teaching assistant who works with the child where appropriate. Other professionals may attend this meeting if they are involved with a child. Here the child's strengths and needs are discussed and targets for learning are set. Outcomes set will be monitored regularly and parents are encouraged to work in partnership with school in achieving these.

Each term, the SENCo invites parents to a parents' coffee morning or afternoon, where they are able to find out more about SEN provision in school and network with other parents. Wherever possible, outside agencies are invited to these to provide information for parents. The Educational Mental Health Practitioner is regularly involved in these sessions and can

provide workshops on specific topics chosen by parents e.g. Sleep, Anxiety. Each term, the Learning Mentor invites parents of children with SEN to bring their children to a Stay and Play after school. This is another opportunity for parents to meet and make links with each other and with school.

10. How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?

Interventions and strategies used for learners with SEN are evaluated regularly. Termly SEN review meetings with parents and carers allow us to evaluate provision and progress. Termly assessments are used to assess progress from an individual learner's starting point. The Birmingham Toolkit is used to track the progress of SEN pupils working significantly below the expected level, to ensure that learners are making good progress and to evaluate the effectiveness of provision. Pupil progress meetings between teachers and the Senior Leadership Team also enable us to evaluate the effectiveness of provision. Here, the child's strengths, needs and provision are discussed, and targets set for learning.

11. What support do you provide for the learners' overall wellbeing?

Support for children's emotional and social development is embedded in the culture of the school. Teaching staff use carefully planned PSHE resources and Philosophy for Children (P4C) resources, alongside our Catholic curriculum which very much focuses on empathy, community, positive perspectives and the celebration of differences as God given.

The school Learning Mentor provides additional support for children with social, emotional and mental health needs.

Friendship groups, social communication groups and nurture groups are used for those children who struggle with friendships or have social/emotional needs. A Trauma Informed Approach supports children who may have experienced trauma or have social and emotional difficulties.

Zones of Regulation are used throughout school to help children to use the vocabulary of emotions, and to learn strategies that will help them to deal with different feelings and emotions.

Our Mental Health Practitioner is able to offer individual work, group work and whole class sessions for children with emotional needs. The EMHP also provides advice to staff around children's well-being.

Vulnerable learners are supported through nurture groups and time with teaching assistants to support anxieties as required by individual learners. Discussion will take place with children so that they know who to approach or where to go during times of need. As a school we have many structured activities on the playground. We also have a room called The Rainbow Room which is accessible during play and lunch times and is staffed by our Learning Mentor.

We recognise that pupils with SEN can be more vulnerable to bullying. Staff are aware of vulnerable learners and vigilant to their interactions with others, providing support with play and social situations whenever this is needed. If bullying is identified, the school's anti-bullying and behaviour policies will be adhered to.

12. What kind of behavioural interventions do you use?

We use a Trauma Informed and Relational approach to behaviour. Staff have received training for this, which is regularly updated and revisited throughout the year as a staff team. Staff have received training in Team Teach. Our Relationships Policy and Behaviour Policy are reviewed

annually. We recognise the value of rewarding positive behaviour, and understand that children develop emotionally at different rates. Our approach to behaviour is flexible based on the emotional and special educational needs of a child.

Each class has individualised class rules and codes of conduct with clear rewards and sanctions that are agreed with all the children at the beginning of the school year. We aim to not use harsh tones or shame children for their behaviour, as we understand the long-term impact that this can have on young people.

As a school we use Positive Handling Plans, My Plans/Extended Support Plans or Support Plans for children with more challenging behaviour. These are discussed and agreed with parents. Interventions to support behaviour include sensory breaks, Zones of Regulation, Team Teach, friendship and talking groups, emotional well-being groups and attachment play.

13. How do you ensure learners with SEND are included in non-classroom based activities?

School takes any necessary actions or makes reasonable adjustments to ensure SEN learners are able to access non-classroom based activities.

Attendance of SEN learners at After School Activities is monitored and SEN pupils are given priority where activities are oversubscribed.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
Yes	Yes	No

14. How do you consult with and involve learners in their education?

School has a School Council involving 2 children from each class which meets regularly to discuss issues/concerns of their class members. Children from each class elect these representatives. We carry out pupil surveys to gather their opinions. These can be specific to a subject area or based around well-being. Children with SEN needs are actively involved in discussing their learning and their provision. They have a 'One Page Profile' to identify how they feel about their learning and how they would like to be supported. Pupil voice is included in each termly SEN Review so that they are able to identify what is going well and any areas they feel they would like further support with.

15. How do you prepare learners with SEND to progress to, from and within your setting?

New children who join school at Reception have a welcome meeting by the Early Years Teacher, where the child can meet their teacher and parent/carers are able to discuss their child's learning needs and preparation for school (e.g. toileting) in order to make transition smoother. Children are encouraged to visit school for a stay and play session, to meet staff and explore the environment.

For children joining St. Joseph's from a different setting, where SEN has been identified, a transition meeting is organised between parents, the child's current setting, the class teacher and the SENCo in the Summer Term. This helps to ensure that the child's needs are met when they start at St. Joseph's.

Where necessary, children may have individual transition arrangements as they move between year groups within school. This might include extra time with their new TA during the Summer Term to establish positive and trusting relationships.

For transition from Primary to secondary school, the SENCo organises a meeting with parents and the secondary school SENCo to discuss the strengths and needs of learners moving from one setting to the other. Additional support for transition is also discussed and planned during this meeting. Teachers from the secondary school attend school to meet the children in their primary environment. Children from Y6 also attend the secondary school as part of the transition process. Where it is felt necessary, children with SEN needs are offered extra transition days to secondary settings.

The school Learning Mentor and Educational Mental Health Practitioner may provide additional support for children around transition to St. Joseph's from another setting or to secondary school where this is needed.

16. Do you have an online prospectus? Are there open days for families and learners?

We have a school website where relevant information concerning the school curriculum and school policies are available. There is also a welcome video available on the school website, which introduces parents and children to the school and our core values. Families are welcomed to look around the school if they would like to consider applying for a place. This is usually organised in small groups or on an individual basis.

Reception invites new starters to Stay and Play sessions in the Summer Term before starting in the Reception Class.

17. Do you offer outreach to home educating families?

School uses a number of online learning platforms when children are being educated at home for short periods. These include Purple Mash, Times Tables Rockstars, White Rose Maths and Oak National Academy. Teachers will ensure this is at the right level for a child, and will individualise the learning if needed.

18. Does your setting offer any additional services for learners with SEND?

Other professionals are able to make appointments to see specific children for 1:1 support in school. For example: Speech and Language Therapy, Counselling Services, ADHD Nurses, Educational Psychology, Early Years Inclusion Team, Hearing Services, Occupational Therapy and the Autism Service. We signpost parents to other professional agencies that can offer support.

19. Support for children and young people who are looked after by the Local Authority and have SEN

Looked-after children and previously looked-after children are supported using a Personal education plan (PEP). A PEP is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

Our designated teacher for looked after children at St Joseph's is Debra McFarlane who is Headteacher.

You can contact her by e-mailing enquiries@st-josephs.sheffield.sch.uk or calling 0114 2692773.

Our designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. They are our initial point of contact for any of the matters set out in the section below.

The Designated teacher works closely with the SENCo, Learning Mentor and Year Group teams to ensure that we best support the needs of the LAC/ PLAC students in our care.

The responsibilities of a Designated Teacher are outlined in the [DfE's statutory guidance](#).

The designated teacher has lead responsibility but individual tasks may be appropriately delegated.

The Virtual school head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

Virtual School Sheffield can be contacted by email at virtualschool@sheffield.gov.uk

20. How to raise concerns or make complaints

If a Parent/carer has a concern or wishes to make a complaint they will be given an opportunity to discuss their concern with the appropriate member of staff who will clarify the nature of the concern and reassure them that the school wants to hear about it. The member of staff may explain to the parents/carers how the situation arose. It may be helpful to identify at this point what sort of outcome the parent/carer is looking for.

The member of staff will respond appropriately, taking into account the seriousness of the complaint. In many cases the appropriate member of staff can resolve the matter immediately.

If the member of staff first contacted cannot deal immediately with the matter, they will make a clear note of the date, the name, and contact address or telephone number of the complainant. The Head Teacher will be given a copy.

The member of staff dealing with the concern or complaint will make sure that the parent/carer is clear what action (if any) or monitoring of the situation has been agreed, putting this in writing if this seems the best way of making things clear.

Where no satisfactory solution has been found within 10 school working days, parents/carers will be given clear information, both orally and in writing, about how to proceed with their complaint and about any independent advice available to them.

Further details can also be found in the Complaints Policy.

21. Information on where the local authorities Local Offer is published.

To locate the Local Authority Offer follow;

<https://www.sheffielddirectory.org.uk/localoffer/>

Contact details:

Name & Job Title	Hannah Fern SENCo Janet Roulson Learning Mentor
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Telephone	0114 2692773