**SCHOOL SPECIAL EDUCATIONAL NEEDS**

**INFORMATION REPORT 2020-2021**

1. **What should I do if I think my child has a Special Educational Need or Disability?**

Your main point of contact at school should always be your child’s form tutor.  You can start by contacting the form tutor, who will be able to discuss your concerns.  If you need to speak with other staff members, such as Head of Years or the Special Educational Needs Coordinator (SENCO), then the form tutor will be able to help you arrange this or you can contact the SENCo directly on [rhawkrigg@st-josephs.bolton.sch.uk](mailto:rhawkrigg@st-josephs.bolton.sch.uk)

1. **What is the school ethos/approach to SEN and Disability?**

As reflected in our mission statement, every pupil at St Joseph’s is recognised as having individual skills, talents and abilities and is equally important and valued. The school therefore is committed to responding to any individual’s special educational needs at any stage of his/her school career in order that he/she may be fully included and given the opportunities to develop his/her skills, abilities and talents to the full.

St Joseph’s RC High School is a Catholic mainstream school.  Achievement with care is our vision for all our students.  We aim to ensure that:

* Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
* Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
* We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
* We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2015).
* Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
* We meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
* We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school. The SENCo holds the NASENCo National Award for Special Educational Needs Coordination.

1. **How does St Joseph’s school adapt the curriculum and school environment for pupils?**

Subject teachers are responsible for the progress of all students in their lessons.  They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The Code of Practice 2015 suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. Curriculum areas are taught in mixed ability groups except for Maths and English where, students are grouped by levels of attainment in English and Maths. Students are entitled to participate in all areas of the curriculum and it is the subject teacher’s role to differentiate resources and activities to ensure the student can access the learning.  This can mean teachers plan:

* Visual, auditory or kinaesthetic activities
* Small group or 1-1 learning with an TA
* Pre-teaching content or vocabulary
* Over-learning topics
* To set alternative activities for home learning
* To provide specially targeted texts and resources appropriate for students’ reading ages
* To provide additional apparatus or materials
* To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

A range of GCSE courses are studied which help to prepare them for the next steps in their education, be that college, apprenticeships or work.  Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

For students with SEND, the school has the service of connexions who hold 1:1 interviews with pupils and parents of pupils with Education and Health care plans and offer advice to make important decisions on post 16 provision. Mrs Hancock ,Head of careers within the school ,offers advice and support to all pupils regarding next steps in career pathways.

St Joseph’s school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving a teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The SENCo and Senior Leadership team will ensure:

* Teachers understand a student’s needs and are trained in meeting those needs.
* The quality of teaching for students with SEND, and
* Provision across the school is efficiently managed.

1. **What is the school policy for the identification of needs?**

There are four broad areas that give an overview of the range of needs that a young person might require to help them reach their potential within school. The support provided to an individual will always be based on a full understanding of their particular strengths and needs.

**Broad areas of need**

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical needs

Some young children require special educational provision because they have a disability which hinders them from making use of the facilities generally provided. Many young children with vision impairment, hearing impairment will require specialist support or equipment to access their learning.

Early identification, assessment and provision for any pupil with SEND is vital and any pupil who is thought to have additional learning needs is identified and assessed as early and thoroughly as is possible and necessary. A systematic and unified approach by subject staff, pastoral teams, learning support and specialist staff will enable the educational needs of all pupils to be identified and allow appropriate educational provision to be made.

Referral can come from various sources:

Subject teacher’s/HOD request

Pupil self-request

Parental request

Management request

Transition information from Primary School

Diagnostic tests

Data tracking via SENCo /Heads of Department/Manager of Learning.

A pupil will be placed on the SEND register, when, after initial assessments and interventions targeted at their area of weakness, a pupil’s progress still continues to be less than expected. Parents will be informed formally, that their child is to be placed upon the SEND register. There are always on-going discussions with parents/carers for any student who requires additional support for their learning

Where a pupil has been identified as having SEND, school will take action to remove barriers to learning and put effective special educational provision in place, concentrating on desired outcomes for the pupil and not necessarily hours of provision. This support, now a single category- **SEN SUPPORT** is in the form of a graduated response *ASSESS – PLAN - DO – REVIEW* cycle.

Our provision is arranged to meet our students’ needs, within the resources available.  This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

Sometimes, students with an educational need require additional support to make progress across the curriculum, because they are below the expected levels of progress from their starting point or are experiencing other difficulties which are affecting their progress in school.  The SENCo will then organise intervention for an individual or small group of students, which might include one of these provisions, for example:

* *Additional adult support in the classroom* – Teaching Assistants (TAs) who support the teacher in helping the learning of pupils within the class. Recent research recognised that support from teaching assistants was not a substitute for focused, highly skilled teaching, and that pupils in mainstream schools and where 1:1 velcroed teaching assistant support was the main type of SEND support, were less likely to make good academic progress than those who had access to specialist teaching. The TA should not become the main educator for SEND pupils but should add value to what teachers do. This could include the TA working with pupils without SEND in the classroom, allowing the teacher to focus more time on the children with SEND or working with a group of pupils within or outside the classroom. TA’s also do not work with one individual pupil across the curriculum but within particular subject areas, where possible, to allow extension of subject knowledge and increased support within that area and also developing valuable independence of a pupil.
* *Some lessons* are in smaller ability groups with generous teacher to pupil ratios resourced by an allocation of the funding for SEND pupils to general staffing within school.
* *Intervention sessions* – when students comes out of some lessons for pre-arranged sessions with the Intervention coordinators (Literacy and Numeracy, Welfare),or TA’s on, for example, handwriting, reading, numeracy, study skills, organisation skills, social skills, etc.
* *Personalised Timetable* –, a student can sometimes be issued a timetable to suit their needs which can include a work placement to aid employability success.
* *Literacy catch up*- designed for students joining Y7 who are not yet secondary ready and who have literacy skills below the expected level at KS2. This can be as small group work or as 1:1 sessions within the first year
* *Emotional and Social sessions*-these include behaviour management, friendship, self –esteem, mindfulness, emotional regulation and life skills.

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| **Communication and interaction** | **Cognition and learning** |
| **Which children:** Speech, language and communication needs (SLCN), Specific learning difficulties (SpLD), Autistic spectrum disorders (ASD), hearing impaired (HI)  **Barriers to learning:**   * Difficulty with communication because they don’t understand what others have said, or they can’t form sounds, words or sentences (SLCN) (HI) * Difficulty recognising words, difficulty with fine motor skills (writing) and coordination (SpLD) * Difficulty with comprehending/understanding some communication and instructions (masked by learned phrases or echoing what a teacher says) (ASD) * Difficulty with social interaction and imagination (ASD) * Easily distracted, cannot cope with any change in routine, and gets upset by certain stimuli, e.g. loud noise (ASD)   **Strategies to meet needs:**   * Use shorter sentences * Speak clearly and avoid speaking too quickly * Pair the pupil up with another peer who is a good language role model, and with a supportive group of friends * Give the pupil simple messages to take to other peers or staff (verbal and written) * Use open questioning, giving pupils time to respond * Read aloud and use commentary to improve pupils’ listening skills * Use discussion and visual cues (symbols, pictures, photographs) to support written communication * Use props to encourage pupils to talk more, e.g. telephone, audio recorders, digital camera, digital video camera, iPad * Engage the pupil in sequencing and matching activities to develop language * Teach language skills through games, e.g. 20 questions, role play, guessing games using verbal cues, hot seating * Provide a quiet area for talking and listening activities in the classroom * Provide key vocabulary and word lists * Pre-tutor a pupil before a lesson to familiarise them with new vocabulary | **Which children:** Moderate learning difficulties (MLD), Severe learning difficulties (SLD), Profound and multiple learning difficulties (PMLD), Specific learning difficulties (SpLD)  **Barriers to learning:**   * Difficulties with reading, writing, spelling and number; poor coordination; poor concentration and lack of spatial awareness; mismatch between achievement and ability; poor behaviour as a result of being a frustrated learner (SpLD) * Learn at a slower pace; difficulty acquiring basic skills in literacy and numeracy; difficulty understanding concepts; low self-esteem; some language delay; poor concentration; underdeveloped social skills; (MLD, SLD) * Poor self-help skills; poor coordination and perception; severe and multiple learning difficulties with physical or sensory impairment (PMLD)   **Strategies to meet needs:**   * Give extra time where needed, allowing pupil to work at own pace * Break learning and tasks down into smaller steps * Give step-by-step instructions and write down homework for them * Model what you want the pupil to do (demonstration) * Provide breaks between learning tasks * Support written tasks with mind maps, writing frames, prompt cards, word lists, visual prompts, symbols * Check pupil’s understanding by asking them to repeat back what you have said and asked them to do, and to say what they have learned in the lesson * Allow pupils to present their work/responses in a range of ways to writing, e.g. using multi-media, ICT * Utilise a range of multi-sensory teaching and learning approaches (VAK) * Give immediate positive praise and feedback to reward effort/outcomes * Provide opportunities for over-learning to consolidate, use peer-to-peer tutoring * Give pupils sufficient thinking time to process information * Enable pupils to work in pairs, in a small group, independently, and whole class |

Table 1: Examples of meeting the needs of pupils with high incidence SEN

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| **Social, emotional and mental health difficulties** | **Sensory and/or physical needs** |
| **Which children:** Attention deficit disorder (ADD), Attention deficit hyperactivity disorder (ADHD), Obsessive compulsive disorder (OCD),   * Oppositional defiance disorder (ODD), Autistic spectrum disorders (ASD), including Asperger’s syndrome and autism, bipolar disorder, anxiety disorder   **Barriers to learning:**   * Immature social skills, difficulty in making friends, withdrawn, socially isolated * Challenging, disruptive or disturbing behaviour; aggressive behaviour * Depression, mood swings * Self-harming, eating disorders, substance misuse   **Strategies to meet needs:**   * Consistently apply classroom/school rules for behaviour * Model good behaviour for learning, and pair the pupil up with a positive peer role model * Incorporate turn taking cooperative learning activities in lessons * Give one instruction and one task at a time, don’t overwhelm the pupil * Catch the pupil being good, use positive praise, focus on the pupil’s strengths, talents and interests * Defuse confrontation with humour, change the subject, send the pupil on a message, give them a classroom responsibility * Provide time-out in a quiet calm distraction-free area of the classroom | **Which children:** Visually impaired (VI), Hearing impaired (HI), Multi-sensory impaired (MSI), Physical disability (PD)  **Barriers to learning:**   * Limited mobility, physical tiredness due to side effects of medication or medical condition, poor concentration (PD) * Unable to distinguish or hear sounds and speech (HI) * Unable to see fully or partially (VI) * Unable to see, hear or speak (MSI)   **Strategies to meet needs:**   * Ensure pupils can see the interactive whiteboard, TV, PC monitor who don’t have a VI * Use a visualiser, enlarged text, or put text onto an audio player for those with VI * Dim bright light to reduce glare, use window blinds, or re-seat pupil (VI) * Provide a reader, where appropriate (VI) * Produce written text in a range of alternative multi-media formats * Provide extra time for completing tasks and tests * Face HI pupils when speaking so they can lip read * Use a hearing loop/lapel microphone for HI pupils |

Table 2: Low incidence interventions

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|  | **Cognition & Learning** | **Communication & Interaction** | **Behaviour, Emotional & Social Development** | **Sensory and/or Physical**  **Medical Conditions** |
| Transition | Pastoral visits to primary schools to gather information by transition coordinator and SENCo . SENCo visits primary schools and attends some review meetings Ongoing liaison work between subject departments and primary schools Individual visits to St Joseph’s with potential student where required.New Intake Evening Students Induction Days in the Y6 Summer Term SENCo and Year Manager meet to discuss SEN issues and placements Open Evening Nurture or welcome group transition evenings Data Exchange | | | |
| Year 7-8 | Pupil Passport  In class support (Teaching Assistant)  Specialist Teaching  Additional Literacy / Numeracy teaching  Wave 2 Strategy Catch-up or adapted programmes  Wave 3 Intervention  Assessment / Progress Tacking  Annual Review and Reporting Cycle  Student Information to staff  Homework LRC facility  Access Arrangements | LOW INCIDENCE  Access to Speech & Language advice and/or programme if appropriate  In Class Support if appropriate  Visual Timetable if appropriate  Social Stories if appropriate  Comic Strip Conversations if appropriate  Whole school INSET  Social Skills Group Training  Increased Visual Aids  Use of Symbols / Visuals  Structure School & Class routines  Environmental Clues (e.g. Signs, Location Systems, Picture / Object Exchange) | In Class Support  Pupil passport  Time-out Card  Tutor support  School Counsellor  Student mentoring  Circle Time  Social Skills Group  Anger Management  Student support workers | LOW INCIDENCE  School offers an individual response to the wide range of needs from monitoring to full-time support through flexible deployment of resources and personnel.  Support may be short, medium or long term to enable access to an inclusive mainstream placement.  Staff are aware of impairment implications and offer flexible teaching arrangements.  Some in-class support may address health and safety or access issues.  as above plus: |
| Year 9-11 | Guided Options Choices  Modified Curriculum  Alternative Qualifications (e.g. Entry-Level GCSE/ASDAN)  Special Exam Arrangements  Revision booster Classes  Connexions | as above plus:  Guided Options Choices  Reduced Curriculum  Vocational Courses  Behavioural support  Work / College Involvement if appropriate  Mentoring (year 11) |
| Access strategies | Multi- Learning Styles  Writing Frames / Key Word Banks  Student Information to staff  Home / School Link  Ability Sets / Small Groups  Differentiated Teaching & Planning in all curriculum subjects  School Marking Policy  School Homework Policy / Diaries & Planners  Modified Curriculum / Advice from Specialists  Personalised Curriculum Pathways  College  Special Exam Arrangements | Autism Friendly Initiative  Positive Language Environment  Student information  Peer-Mentoring  Differentiation in all subjects  Self-Esteem Group  Technical aids e.g laptops/alpha smarts  Reading pens | Community & Transition Support Mentor  Peer Mentor & Individual Mentoring  Pastoral Systems  Whole School Behaviour Plan  Whole School Class Rules  School Reward Policy  School Sanction Policy  Managed Transfer  Social skills sessions | Disabled toilet  Medical Room  Health Care plans  Lunchtime Activities / Library  Keyboard skills training  Toilet Pass  Information to staff  Technology e.g Alpha smart/laptop/pen grips |
| Liaison with Parents | Individual Home-School Liaison diaries, SENCo – by request or at scheduled review meetings, Subject teachers – by request or at scheduled Parents Evenings, Options Evening Year 8 & 9), Requested Options meetings with SENo or SLT, Form Tutor, Year Pastoral Manager, Early Intervention team, Connexions Service, Counsellor , Educational Psychologist - via referral, Other external agencies - via referral, Ladywood Outreach – via referral, Parent Partnership support in meetings. | | | |
| Partner  Agencies | Educational Psychology : BBSS (Bolton Behaviour Support Service)  Connexions (Careers Advice)  BSS ( Bolton Sensory support service )  Speech and Language Service  Occupational Therapy  Physiotherapy  Youth Offending Team  CAMHS  Ethnic Diversity Service  Parent Partnership  Home and Hospital Teaching Service  Impact trust Units  Educational Support Team for LAC  School Nurse  Disability teams  EIT( early intervention team)  Ladywood Outreach | | | |
| Staff CPD | Whole School INSET from internal / external sources  Targeted individual training  INSET Coordinator maintains log of skills base  Knowledge disseminated at staff meetings/INSET  Inclusive practice self-evaluated through performance management  Rolling program of training – e.g, epilepsy, anaphylaxis etc. | | | |

1. **How does the school evaluate the effectiveness of the provision made?**

All pupils offered SEND support, will be recorded within the Learning Support Department via the school provision mapping system. School now uses an external software called EDUKEY to map a pupil’s provision. Pupil’s provision will be reviewed after a set period of time depending on the type of intervention and the effectiveness of the support and the impact upon a pupil’s progress will be reviewed in line with an agreed date from the start of the intervention. The Senco will have responsibility for coordinating the review of interventions and outcomes agreed for pupils.

Other Qualitative systems for assessing and planning within the Learning Support department will be the ‘Pupil Passport’, reviewed termly by key workers to enable key barriers to learning to be removed and to set clear outcomes to be achieved.

However the core expectation is that the teacher holds the responsibility for evidencing progress according to the outcomes described in the passport.

Pupil passports will be available for any meeting/review of a pupil’s progress throughout the year.

Progress towards outcomes is also shared where required with pupils and parents via the passports, at parents evenings and can include termly meetings with the Learning support staff.

Pupils are also assessed by the schools tracking system, measuring progress to targets by SISRA and Fisher Family trust: evaluating the performance of SEND pupils in internal assessments and GCSE outcomes.

**For pupils currently on an Educational Health and Care plan**

The LA initiates an annual Review by writing to the Headteacher requesting that:

* The Headteacher convenes a Person -Centred Annual Review Meeting.
* Prepares a School Advice Report based on information collected from subject teachers, pastoral staff, support staff.
* The Parents are invited to attend the meeting and submit written advice
* The pupil is invited to attend the meeting and submit written advice
* All external agencies involved in supporting the pupil are invited to attend the meeting and submit written advice.

All advice received will be collected and circulated to all those attending the Review Meeting before the meeting date.

Those attending the Annual Review will:

* Consider the progress the pupil has made over 12 months
* Consider whether any amendments need to be made to the Education and health Care plan.
* Review provision
* Set new targets for the year
* Consider whether the Educational Health and Care Plan remains appropriate
* Consider to cease to maintain the Educational Health and Care Plan

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

A pupil can exit the SEND register at any time within their school career:

* + when they have met the desired outcomes and are making expected progress and no-

longer require additional support to achieve those outcomes or expected progress.

* We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
* The student is achieving or exceeding their expected levels of progress
* Verbal feedback from the teacher, parent and student suggests additional interventions are no longer required and the student is achieving or exceeding their expected level of progress
* Formal or informal observations of the student at school, suggests additional interventions are no longer required and the student is achieving or exceeding their expected levels of progress

1. **How does St Joseph’s school support pupils with SEND during transition?**

Our goal is to make sure our new students feel like they belong at St Joseph’s before they officially arrive.  Learning is most effective when students feel they belong and are comfortable in the school environment.

\***COVID update**

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation. All class teachers have engaged in staff inset with the SENDCo to understand a pupil’s needs. The SENCo, Transition Coordinator and Head of Year have been working closely with our primary colleagues to ensure that the information needed is shared. Some pupils have received enhance transition during lockdown and transition activities have been planned for the first week back in September.

**Key Stage 2 transition (year 6 to year 7)**

* Careful transition is planned and arranged by the Transition coordinator in school.  The Transition coordinator works closely with primary schools to organise activities whilst in primary, visits and experience of secondary life for all prospective students and those who are especially vulnerable at transition.
* All students in year 6 who have accepted a place at St Joseph’s for year 7 are invited to two intake days in June.  These days provide a taste of secondary school life, involve experience of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates.
* The school arranges regular transition groups and visits for vulnerable year 6 students to get to know the school site, meet staff with whom they will work and learn about how the school is organised. Additional visits to school can be arranged as deemed necessary to support any anxieties.
* Pupils from smaller primary school with few pupils coming to St Joseph’s are invited to attend welcome transition groups after school
* Parents/carers are invited to an ‘Intake Evening’ at the end of the two intake days, to learn about the activities their children have undertaken, to meet key members of the pastoral team and to receive information about the organisation of the school.
* The Transition coordinator and SENCo visits feeder primary schools to meet students gather information from year 6 teachers and support staff.
* St Joseph’s teachers are provided with information about all new students’ needs, strengths and background before pupils start in year 7.
* The Transition coordinator may allocate Y6 students to tutor groups according to advice from the primary school as well as references from pupils and parents.

Our curriculum is a 5 year spiral curriculum which promotes a rich curriculum to deepen understanding of content and skills to prepare them for a life at St Joseph’s and beyond. Cross curricular links and wider curriculum skills are embedded throughout the curriculum with enrichment enhancing the curriculum offer. Pupils begin specialising in Year 9 with personalised pathways.

**Preparing from Year 11 to post 16 provision**

* The school arranges visits to open days and further education fairs for all students.  Support with finding and applying for apprenticeships is also available.
* For students who wish to consider attending university in the future, the school works with higher education establishments to provide experiences for students to inspire the ambition to pursue this route.
* All students in year 11 are provided with 1-1 careers advice to help them plan possible routes for training or education.
* Students with an EHC plan who are moving on to further education are supported by the Connexions service  A Connexions worker will attend Annual Reviews from Y11 to help plan and organise support for the move to college or vocational training.
* The SENCo will liaise closely with local colleges about individual students with SEND.  This liaison is arranged in accordance with the student’s needs, but typically can include: extra visits or tours; an opportunity to ‘shadow’ a year 12 student; meetings with college support staff; or, guidance and advice on meeting the student’s needs for college staff.
* All information relating to a student’s exam concessions and required differentiation is passed on to college or training provider before or during the summer term of year 11,

**Joining mid-year**

* All students admitted to the school after the start of the academic year are supported on entry, by a student ‘buddy’ is chosen to support the new student for the first few days of being at St Joseph’s.  The buddy takes the new student to lessons, introduces them to other students, answers questions and informs pastoral staff how well the new student is settling in to school
* Contact is always made with the previous school to ensure the transfer of information and the child’s school file.

**Moving to another school**

* Contact is always made with the new school to ensure the transfer of information and the child’s school file.

1. **How will I know how my child is doing in school?**

We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the Form Tutor, Head of Year, or SENCo to discuss how their child is progressing.  Parents/carers can contact staff through the school office:

Planned arrangements for communicating between school and home include:

* Every student has a school planner, which travels between home and school every day so that so that comments from parents/carers and teachers or tutors can be shared and responded to as needed
* Each year group has one parents’ evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning
* Each year group has interim reports published and sent home during the year, which includes current levels of attainment and behaviour for learning checks.  These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas
* If your child has an Education, Health and Care Plan (EHCp), then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCo and attended by parents/carers, and outside agencies involved in the student’s welfare.

Teachers, as part of their professional standards, monitor and review all students’ progress throughout the year.  The whole school system includes:

* Data capture points, from all teachers, showing the current level of attainment of all the students they teach and forecasts towards GCSE grades.  This means that teachers and academic leaders in each subject area can track the progress of students across the school year and intervene if students experience difficulties.
* In the case of intervention programmes, progress is reviewed to inform and plan further intervention if necessary.
* In-class additional support is reviewed at Learning Support meetings by the SENCo.
* Teachers work together on a day-to-day basis, planning and reviewing lessons.
* Teachers are observed by senior leaders and line managers as part of the school Appraisal Performance and Progress system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
* The Senior Leadership team and Middle leaders are responsible for whole school data and track the school’s progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students.
* At the start of Y7 (or whenever there are concerns) all pupils are screened for reading, spelling and maths skills and working memory .This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
* The school positive behaviour management system provides pastoral staff with evidence for how well a student is learning at school and thus provides parents/carers with information about how well a student is engaging with the learning opportunities on offer.

1. **How will I be involved in discussions about, planning for, and involvement in, my child’s education?**

Planned arrangements for communicating between school and home include:

* All pupils in school have a school planner, which travels between home and school every day so that so that comments from parents/carers and teachers or tutors can be shared and responded to as needed and homeworks recorded. School also uses web- based plus App, ‘E-Praise’, which allows parents to track their child’s attendance, praise points, behaviour concerns and homework.
* Each year group has one parents’ evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning.
* Each year group has interim reports published and sent home during the year, which includes current levels of attainment and behaviour for learning checks. These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas.
* If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCo and attended by parents/carers, teachers and outside agencies involved in the student’s education.
* Pastoral staff will contact parents in the event of any concerns within school.
* Parents of children with SEND will be consulted to review their child’s pupil passport which is produced to help staff identify learning provision needed to support your child within the classroom.
* Parents with a child on SEN Support will have the opportunity to meet with the SENCo during Parents Evenings and other informal meetings if required within school.
* We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the Form Tutor, Head of Year, or SENCo to discuss how their child is progressing.  Parents/carers can contact staff through the school office.
* School offers an open door coffee morning for parents to attend to gain further insights into school life and share concerns and celebrate successes.

1. **How does St Joseph’s school involve children and young people in their education and in the decision making process?**

Students’ views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning.  We use a variety of methods for seeking student views:

* The school has an active student council, where students are elected each year to represent their peers in their teams.  The student council is consults on whole school plans, leads on charity activities at school and is able to express student views to senior leaders throughout the school year.
* Student panels regularly form a part of the school’s interview process for new members of staff.
* There is an annual pupil questionnaire where we actively seek the viewpoints of students on a range of topics.  The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
* Students leaving the school are offered the chance to complete an exit questionnaire, which asks for their views on their experience at school and their suggestions for changes to improve or develop student experiences.
* If a student takes part in an intervention programme, then they will contribute their views to the half-termly review of progress via the pupil passport and discussions with the staff leading the intervention.
* If your child has an EHC, their views will be sought before any review meetings and annual reviews are now person centred reviews fully involving the child where appropriate.
* Pupils receiving support also generate their own pupil passport with support from their key worker and their parents. Video passports are also generated with some pupils to help identify needs to teaching staff to support them in the classroom.
* All connected with St. Joseph's have a responsibility to create a secure, safe environment for pupils in our care, so that parents may send their children to school in the confident knowledge that they will be protected from bullies. Details of our Anti- bullying policy can be found on the school website.

1. **What support will there be for my child’s overall well-being?**

The school uses a positive behaviour management system where students are rewarded for positive behaviour within school. Behavioural incidents are monitored on the school SIMS system which enables the pastoral team to identify students who are struggling to adhere to the schools expectations and behavioural policy, and to investigate and address the reasons for this.

Pupils are placed in forms at Year 7 which gives them the opportunity to share their experiences with other students experiencing the same changes and transitions during registration. Tutors are the first point of contact for parents/carers about their child’s pastoral and social well-being.

Pastoral staff can request support from the Welfare Intervention coordinator or school counsellor for their students, when they consider it to be suitable.  The areas of emotional difficulties that school provide for are:  specified social skills; friendships and relationships; anger management; loss and change; self-organisation. Student Support workers also provide daily support and group intervention for some pupils.

Students who struggle with social situations are provided with a choice of quiet spaces to go before school and during lunchtime within school in the Learning Support Area.

If a student is unwell during the school day, then they will be sent to the Medical room.  If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.  The First Aid Officer will decide if the student is well enough to stay at school or not.

In a medical emergency, the First Aid Officers will attend urgently, or may call for an ambulance if the student requires hospitalisation.  All staff are trained annually on administering Epi-Pens for anaphylactic shock, and students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

Where deemed necessary, some pupils will have a Health Care Plan written by or in conjunction with the school nurse.

Medicines for students are managed by the First aid officer-in the school office.  If a student requires medicine during the school day, the following procedures must be followed:

* All medicines must be given in person to the First Aid officer by a parent/carer
* The student’s name and date of birth are recorded alongside the date, time, name of medicine, and dosage
* Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge.
* To take their medicine, the student must go the medical room, where the dose will be administered.
* Each time the medicine is administered, the time, date and dosage is recorded

1. **What training are the staff teaching and supporting pupils with SEN having/recently had?**

All staff are notified each year on the needs of new students joining the school.

The SENCo identifies training needs necessary to support the young people with SEND within the school and NQT’s, new staff to the school and ITT students receive training as part of their induction course. Training may include training from specialist agencies such as offered by Ladywood Outreach teaching school or consultants, as well as from internal staff with relevant expertise.

The SENCo will observe SEND pupils within lessons and will update staff regularly on pupils needs. Teaching Assistants are observed by the SENCO as part of their professional development and training needs identified to support staff and pupils

The school works closely with other local schools, though the Local Authority SENCo network meetings, sharing training opportunities including INSET days and outside experts.  Opportunities to develop this aspect of local expertise are actively sought throughout the school year.

The SENCO holds the NASENCO, Statutory National Award of Special Educational Needs Coordination.

1. **Who, outside of school, can I turn to for advice and support?**

The SENCO and Pastoral team, liaise with many specialist services and outside experts, to ensure provision for our students is appropriate and meets all needs.  The school works closely with any external agencies that are relevant to individual students’ needs, including:

* Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
* Social services – locality teams, social workers, child protection teams, family intervention programmes
* Bolton, Wigan and Lancashire, Inclusion Services
* Educational Psychologist
* Ladywood Outreach Services

Some of these specialists are available at review meetings where possible to discuss concerns, and next steps.

Bolton Independent Advisory Service The Bolton Independent Advisory Service is a statutory service that offers advice, information and support to parents who contact them with concerns about their son/daughter’s additional learning needs. Most services have trained independent parental supporters (IPS) available to work with parents and schools and LEA. Most services will advise and offer any information to any parent who has concerns about their child in school. Concerns may cover a range of issues such as bullying, homework, social and learning difficulties, fear of school, and lack of satisfactory progress.

* Advice is impartial and confidential
* Parents are listened to usually by phone or in person
* Issues will be discussed
* Options will be considered
* Appropriate support will be offered

**Information explained may be about:**

LA processes

Government legislation

Statutory rights

Tribunal appeal

School provision

Who is best placed to help

**Support may range from:**

Telephone contact

Home visit

Help with reading documents

Writing reports

Independent mediation with LA or school

Preparation for meetings with school or LA

Attending meetings with school or LA

Local parent

The Bolton Information and Advice Service can be found at: [Local Directory](http://www.localdirectory.bolton.gov.uk/)

1. **How the school ensure the inclusion of pupils with SEN in activities outside of the classroom?**

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on an equal opportunity and inclusive approach. This occurs I the curriculum, unstructured times and on school trips. We will provide the necessary support to ensure that this is successful by adding TA support on trips, and a social club available at unstructured times. The school participates in inclusive competitions within Bolton and also opportunities to represent Bolton at the Greater Manchester Inclusive Youth Games.

A risk assessment is carried out prior to any off-site activity to ensure everyone’s health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

1. **Access for Disabled**

In accordance with the Equality Act 2010 St Josephs have considered how to overcome barriers to participation and aim to have an inclusive learning environment. The school adapts the physical environment for visually impaired students on the recommendation of audits conducted by Bolton’s sensory support team. There is access to a disabled toilet on the ground level for pupils. There is a full time counsellor on site during school hours. School has a medical room and access to a school nurse once per week as a drop in option during lunchtime for any pupil or by appointments made via pastoral support officers. Some staff are trained first aiders and al staff receive annual training on the use of epi pens, epilepsy and diabetes if relevant for the young people attending the school. The school also has defibrillators at various points around school.

1. **Admissions**

Pupils with special educational needs or disabilities are admitted to St Joseph’s in line with the schools admissions policy. School is aware of the statutory requirements of the SEN and Disability Act and always endeavours to meet the requirements. St Joseph’s works closely with the local Authority if the school has been named in an Education and Health care plan to meet the provisions of need for each pupil. The school admissions policy can be found on the school website.

**16.Where can I find information about Local Authority provision for children and young people with SEN?**

[www.mylifeinbolton.org.uk](http://www.mylifeinbolton.org.uk) This is where Bolton’s SEND Local Offer sits and provides information and support services for Special Educational Needs and Disabilities for anyone aged between 0 to 25.

**17.How should complaints regarding SEN provision be made and how will they be dealt with?**

Parents are regarded as partners in their child’s education. Parents who have any complaint regarding the provision made at school for pupils with SEND will follow the schools complaints procedure which is explained in the complaints policy on the school website.

How do I get a copy of the school SEN policy?

The SEN policy is reviewed annually and can be accessed on the school website

**18Who do I contact for further information?**

SENCo Mrs Rachel Hawkrigg.

Contact details: [rhawkrigg@st-josephs.bolton.sch.uk](mailto:rhawkrigg@st-josephs.bolton.sch.uk)

Tel: 01204 697456

Assistant Headteacher Behaviour and Safety : Mr M Singleton

Heads of Year:

Year 7 Mr Sylvester and Mr T Hodgson

Year 8 Mr R Cartwright

Year 9 Mrs L Anderton

Year 10 Mr M Sharrock

Year 11 Mrs E Weall

\***COVID update**: From September 2020, the government announced plans for all children to return to school on a full time basis. Following the guidelines provided by the government, which can be found below

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Pupils will be taught as a year group ‘safety bubble’ and will have a staggered break and lunch time from other year group ‘bubbles’. There will also be a one way system around school to limit face to face contact as per government guidance. The first week will also have a collapsed timetable to allow safe entry back into school for different year groups and also to time to ensure that pupils are happy and comfortable, focusing on activities that will boost mental health.

Pupils will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a ‘consolidation curriculum’, to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs pupils may have.

SEND Pupils will have access to provisions required to support their needs within school, following any government guidelines at that time, and activities linked to the outcomes on pupils with Education Health Care Plans. School will continue to seek advice and input from External agencies

* Interventions will take place within year group and ‘safety bubbles’. Break and lunch time provision will also be accessible in these ‘safety bubbles’ within the staggered year group break and lunch times. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene.
* Teaching Assistants providing in class support, will follow government social distancing guidelines, where possible and the recommended hygiene controls and use of appropriate PPE where required for individual pupils with risk assessments.

SEND children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.

Any parental reviews or concerns will be conducted via Email, Teams, and telephone calls in the first instance and then followed by face to face socially distant meetings if necessary.

EHCP annual reviews or meetings will be held via Zoom/Microsoft Teams/Telephone call with professionals and parents where appropriate or face to face socially distant meetings if more appropriate.

Outside agencies will begin providing interventions within school or online via Zoom/ Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

Any procedures will be in line with any current government guidance given at the time.

**The offer shown below applies to any children that may need to be taught remotely.**

As stated in the government guidance:

*‘Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education’.*

Should there be a case for children to work from home, St Joseph’s will ensure:

Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.

Regular contact with children will be via E Praise, Microsoft Teams or a Telephone call, to ensure that pupil’s outcomes are kept at the forefront and that their emotional needs are being met.

Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.

Please see updates to the St Joseph’s teaching and learning policy for online learning.