

SCHOOL SPECIAL EDUCATIONAL NEEDS

INFORMATION REPORT 2019

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 tutor. You can start by contacting the 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 tutor will be able to help you arrange this or you can contact the SENCO directly on rhawkrigg@st-josephs.bolton.sch.uk

2. 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 (2014).
- 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.

3. 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 2014 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

For Key Stage 4 students choose from a range of GCSE courses (year 8 onwards), 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 within 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.

4. 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 departments 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.

5. 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. 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 with some pupils 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 SMID 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

6. 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.

Key Stage 2-3 (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.

Key Stage 3-4 (year 8)

- For KS4, students choose from a range of GCSE courses, 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.

KS4-5 (year 11 to year 12)

- 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.

7. 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 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, at key stage 3 and additional data capture points at Ks4 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.

8. 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.

9. 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 consulted 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.
- 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.

10. 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

11. 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.

12. 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](#)

13. 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 in 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.

14. 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 all 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.

15. 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 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

18 Who do I contact for further information?

SENCo Mrs Rachel Hawkrigg.

Contact details: rhawkrigg@st-josephs.bolton.sch.uk

Tel: 01204 697456

Assistant Headteacher Behaviour and Safety Mr M Singleton

Heads of Year:

Year 7	Mr R Cartwright
Year 8	Mrs L Anderton
Year 9	Mr M Sharrock
Year 10	Mrs E Weall
Year 11	Mrs J Dougan