

LOCAL OFFER: St Joseph's Catholic College

Type of school
Name
Website
Contact details
Provision-Education
Secondary – Ages 11 - 19

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A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS COLLEGE

Key question: Who are the best people to talk to in this College about my child’s difficulties with learning/ Special Educational Needs (SEN)?

People	Summary of responsibilities (Full job descriptions are not given here)
<p>Curriculum Support Associate Leader - Mrs Kirsteen Fraser</p>	<p>The Curriculum Support Associate Leader, in collaboration with the Principal and Governing Body, helps determine the strategic development of the SEN Policy and provision in school. She takes day to day responsibility for the operation of the SEN Policy and co-ordination of the provision made for individual children.</p> <p>She is responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating all the support for children with special educational needs (SEN) and developing the College’s SEN Policy to make sure all students get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> ○ involved in supporting your child’s learning ○ kept informed about the support your child is getting ○ involved in reviewing progress and planning for the future • Liaising with all the other people who may be coming into College to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc • Updating the College’s Inclusion Register (a system for ensuring all the SEN needs of students in this College are known) and making sure that there are excellent records of your child’s progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other students with SEN in the school) achieve the best possible progress in school. • Ensuring that all members of staff working with your child in College are aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in College are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. This is in consultation with the College’s Leadership Group. • Monitoring the progress of all children with SEN to ensure the College is enabling all students with SEN to achieve their potential, and ensuring that the educational measurement system in place accurately records how the impact of additional funding provided, relates to the educational progress achieved.

<p>Class teacher</p>	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all students have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc) and discussing amendments with the Curriculum Support Associate Leader as necessary. • Ensuring that the College's SEN Policy is followed in their classroom and for all the students they teach with any SEN. • Ensuring each student is aware of their progress and what they need to be able to do to reach the next level.
<p>Teaching Assistant (TA) may be allocated to some pupils with SEN and/or other educational needs</p>	<ul style="list-style-type: none"> • A Teaching Assistant (TA) may be allocated to a student with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed initially to the class teacher and/or Curriculum Support Associate Leader.
<p>Principal - Mr Paul Hughes</p>	<p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the College, this includes the support for students with SEN. • He will allocate responsibility to the Curriculum Support Associate Leader and class teachers but is still responsible for ensuring that your child's needs are met. • He must make sure that the Governing Body is kept up-to-date about any issues in the College relating to SEN through the regular reporting mechanisms.

SEN Governor Mrs E Barrett	She has a “critical friend” role in the strategic direction of the following areas: <ul style="list-style-type: none">• Making sure that the College has an up-to-date SEN policy.• Making sure that the College has appropriate provision and has made necessary adaptations to meet the needs of all students in the College.• Making regular visits to understand and monitor the support given to students with SEN in the College and being part of the process to ensure your child achieves his/her potential in College.• Making sure that the necessary support is made for all students who attend the College who have SEN and/or disabilities in conjunction with the senior leadership team and the governing body.• Reviewing the way that school resources are used to support all students with SEN, to ensure that money is well spent.
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HOW COULD MY CHILD GET HELP IN COLLEGE? :

Students in College will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the College
- Staff who will visit the College from the Local Authority central services such as the ASC Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

Key question: What are the different types of support available for children with SEN in this school?

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all students in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the Curriculum Support Associate Leader or external agencies) to support your child to learn. 	All students in College should be receiving this as a part of excellent classroom practice.

<p>Specific group work with in a smaller group of children. This group may be run in the classroom or outside.</p> <p>Run by a teacher or most often a HLTA/Teaching Assistant who has had training to run these groups.</p> <p>These are often called Intervention groups by schools.</p> <p>This is called “SEN Support” in the Stage of SEN Code of Practice, which means they have been identified by the class teacher as needing some extra support in school.</p>	<ul style="list-style-type: none"> Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. He/ She will plan group sessions for your child with targets to help your child to make more progress. A Teaching Assistant/teacher will run these small group sessions using the teacher’s plans, or a recommended programme. 	<p>Any student who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some students will be at the stage of the SEN Code of Practice Action called SEN Support, which means they have been identified by the class teacher as needing some extra support in College.</p>
<p>Advice or Programmes given by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups</p> <p>AND/OR Individual support for your child of less than 15 hours in College</p> <p>Stage of SEN Code of Practice: SEN Support, which means they have been identified by the Curriculum Support Associate Leader as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> Local Authority central services such as the ASC Outreach Team or Sensory 	<ul style="list-style-type: none"> If your child has been identified as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress Before referrals are made you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. You may be asked to give your permission for the College to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the College and yourself understand your child’s particular needs better and be able to support them better in College and at home. The specialist professional will work with your child to understand their needs and make recommendations, which may include: 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups</p>

<p>Service (for students with a hearing or visual need)</p> <ul style="list-style-type: none"> • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise ○ A group run by College staff under the guidance of the outside professional e.g. a social skills group or sensory circuit ○ A group or individual work with outside professional • The College may suggest that your child needs some agreed individual support in college. They will tell you how the support will be used and what strategies will be put in place. 	
<p>Specified Individual support for your child of more than 15 hours in school.</p> <p>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Inclusion Manager as needing a particularly high level of individual or small group teaching (more than 15 hours a week), which cannot be provided from the budget available to the College</p> <p>Usually your child will also need specialist support in College from a professional outside the College.</p>	<ul style="list-style-type: none"> • The College (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Swindon Borough website www.swindon.gov.uk . After the College have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the College to continue with the support at “SEN Support” Level. • After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more than 15 hours of support in College to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the College to continue with the support at School 	<p>Children whose learning needs are:</p> <p>Severe, complex and lifelong</p> <p>Need more than 20 hours of support in school</p>

<p>This may be from:</p> <ul style="list-style-type: none"> Local Authority central services such as the ASC Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>Action Plus and also set up a meeting in College to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	
<ul style="list-style-type: none"> We will first invite you to visit the College with your child to have a look around and speak to key staff (Curriculum Support Associate Leader). We offer extra transition visits for students who are particularly anxious about starting St Joseph’s. These are arranged with the partner primaries. If other professionals are involved, a Team around the Child (TAC) meeting or Multi-agency meeting will be held to discuss your child’s needs; share strategies used, and ensure provision is put in place before your child starts. We may suggest adaptations to the settling in period to help your child settle more easily. 		
<ul style="list-style-type: none"> If you have concerns about your child’s progress you should speak to your child’s class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Curriculum Support Associate Leader. If you still have concerns you can speak to the Principal. 		
<ul style="list-style-type: none"> When a teacher or a parent has raised concerns about your child’s progress, and targeted teaching has not met the child’s needs, the teacher must raise this with the Curriculum Support Associate Leader. The College also has meetings every term between each Associate Leader (Head of Department) and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. 		

- If your child is then identified as not making progress the College will set up a meeting to discuss the following with you in more detail:
 - To listen to any concerns you may have
 - To plan any additional support your child may receive
 - To discuss with you any referrals to outside professionals to support your child's learning
- The College budget, received from the Education Funding Agency, includes money for supporting children with SEN.
- The Principal decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the College.
 - The Principal and the Curriculum Support Associate Leader discuss all the information they have about SEN in the school, including The students getting extra support already
 - The students needing extra support
 - The students who have been identified as not making as much progress as would be expected
- and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Key Question: Who are the other people providing services to children with a Special Educational Need in this College?

<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Additional Educational Psychology input to provide a higher level of service to the school. • Achievement for All (AfA) • TaMHs
<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Dyslexia Advisory Service • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Swindon Behaviour advice service • Parent Partnership Service to support families through the SEN processes and procedures).
<p>C. Provided and paid for by the Health Service but may be delivered in school</p>	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Physiotherapy
<p>D. Voluntary agencies</p>	<ul style="list-style-type: none"> • For example: SMASH

Other Frequently Asked Questions

<p>How are the teachers in College helped to work with students with an SEN and what training do they have?</p>	<ul style="list-style-type: none"> • The Curriculum Support Associate Leader’s job is to support the class teacher in planning for students with SEN. • The College has a training plan for all staff to improve the teaching and learning of students including those with SEN. This includes whole college training on SEN issues such as ASD, dyslexia etc. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for students with an SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students in their class e.g. from the ASC Outreach service and Dyslexia Advisory Service. • Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Principal or Curriculum Support Associate Leader.
<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that your child’s needs are met. • Specially trained support staff can adapt the teachers’ planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child’s progress is continually monitored by his/her class teacher or by the Curriculum Support Team • Students at SEN Support and Statement Level will have an IEP which will be reviewed every term and the plan for the next term made. Targets are set every six months • The progress of students with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the student’s education. • The Curriculum Support Associate Leader will also check that your child is making good progress within any individual work and in any group that they take part in. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> ○ Letters/positive praise postcards sent home ○ Additional meetings as required ○ Reports

<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child’s Tutor regularly so we know what they are doing at home and we can tell you about what we are doing in College. We hope this will make sure that we are doing similar things to support your child both at home and College and can share what is working in both places. • The Curriculum Support Associate Leader is available to meet with you to discuss your child’s progress or any concerns/worries you may have by prior arranged appointment. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Curriculum Support Associate Leader will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • IEPs will be reviewed twice yearly. Your input is welcomed. • Home learning projects will be adjusted as needed to your child’s individual needs • In addition, if your child is undergoing statutory assessment you will also be supported by the Swindon SEN Assessment Team. They will ensure that you fully understand the process.
<p>How have we made this College accessible to children with SEN? (including after school clubs etc.)</p>	<ul style="list-style-type: none"> • The College is accessible to children with physical disability via ramps and 3 lifts. • We ensure that equipment used is accessible to all students regardless of their needs. • Enrichment activities are extended to all students irrelevant of their needs. Extra staffing can be arranged if it is felt necessary for a student to access a club/trip/experience.
<p>How will we support your child when they are leaving this college or moving on to another class?</p>	<ul style="list-style-type: none"> • We recognise that ‘moving on’ can be difficult for a student with SEN and take steps to ensure that any transition is a smooth as possible. We offer an extensive transition service for Year 6 students coming to St Joseph’s. • If your child is moving to another school: once they have been offered a place we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. • Once your child’s Post 16 destination has been confirmed we will liaise with the relevant organisation to support transition. • The Curriculum Support Associate Leader will arrange a date to discuss the specific needs of your child with the SENCO of their school, as appropriate.

GLOSSARY OF TERMS

PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and/or disabilities
SALT	Speech and Language Therapist
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Condition