ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, Pontefract

Annual Report to Governors 2021-22

Educational Setting Educational Setting

School Name: St Joseph's Catholic Primary School

Headteacher: Michaela Velayudhan Tomlin

SENDCo: Mari-Ann Kaushiva

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Age range: 5-11 years

Funding: Bishop Konstant Catholic Academy Trust

St Joseph's Catholic Primary School is an inclusive school, which is committed to providing the best possible education to all of its children. Our Mission Statement is to create and develop a community centred on the teaching of Jesus Christ, where all individuals are enabled to reach their full potential.

We recognise that every child is unique, created in God's image, and we celebrate and nurture children's individual gifts and talents.

We aim:

♣ To identify pupils with special educational needs as early as possible so that they are able to make good progress in school

♣ To remove barriers to learning by providing additional support where appropriate

♣ To build strong relationships between staff, parents and children so that children with SEND are able to realise their full potential

♣ To ensure all pupils take a full and active part in school life

We believe that it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum. Our aim is to provide all children with the best

possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence as these can be used in future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND, by working in partnership with parents/carers and by valuing pupil voice.

Admissions

St Joseph's Catholic Primary School strives to be a fully inclusive school. Our Admissions and Equality Policies (which can be obtained from the school) applies to all children. Admission to school will not be refused on SEND grounds unless the school is unable to provide a safe learning environment for the child. Parents are encouraged to inform the school of any special needs their child may have on admission. They are invited to discuss these in order that the best possible provision can begin as soon as possible.

SEND School Profile

At present, SEND pupils make up 13% of the whole school population.

	September 2017	September 2018	September 2019	September 2020	September 2021	September 2022
SEN Support	27	22	23	23	25	
EHCPs and MSPs	3	4	3	1	*5	5

SEND Profile by year	FS	Y1	Y2	Y3	Y4	Y5	Y6
SEN Support	1	6	5	3	1	6	3
EHCP	1 *2	0	1 *1	0	0	2	0

*pending

Identifying Special Educational Needs

Children's needs may be categorised into four areas.

These include:

1. Communication and Interaction

2. Cognition and Learning

3. Social, Emotional and Mental Health

4. Sensory and/or Physical Early Identification

Early Identification

We believe that early identification of SEND, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all our children. To support us in our early intervention, we:

1. Arrange home visits for all Reception pupils who are new to the school (where possible)

2. Attend all transition reviews for each pupil with SEND transferring to us (where possible) or arrange a meeting with the previous to discuss outcomes/concerns.

3. Plan and deliver the appropriate intervention, e.g., small group support provided by a TA/teacher for all pupils as appropriate. This informs us when meeting parents to discuss their child's strengths and needs. It allows for any additional resources, interventions or referrals to be made promptly.

Identification

Assessment of our pupils continues throughout their time at St Joseph's.

We implement this by:

1. SLT analysing assessment data no less than termly to identify children who are not meeting age related expectations

2. Monitoring children's assessment through observations, verbal and written feedback.
3. Adopting an inclusion policy which provides adults with the opportunity to discuss concerns at any time

4. Liaising with parents

Provision

Any child identified on the SEND register receives additional support for their specific needs. This is documented in a provision map for each year group. The provision map is written in conjunction with the class teacher and TA. This outlines any support in addition to quality first teaching for pupils within the class. With the support of the teacher, TA and the ESA and Learning Mentor, where appropriate, teachers then adopt

an intervention plan that outlines the pupil's current level, targets (NC, Insight Tracking or WPS) linked to their next steps in learning and suggested activities. TAs use these plans to plan daily intervention sessions. At the end of the intervention, the class teacher and TA review the pupil's learning and state the exit level.

Parents/Carers of children who have a One Page Profile are invited to meet termly with the class teacher/teaching assistant and, where appropriate, SENCO to review their child's learning and celebrate their successes. For further information, please see the School Local Offer on the SEN section of the school website.

Attainment and Progress of SEND Pupils

Classes/Year Group	**Total**	**No. Pupils with SEN**	**%**
LFS1	25	2	8% (1xEHCP/1 pending)
LFS2		2	8%
UFS	31	1	3.2%
Year 1	29	7	23% (1XEHCP/1 pending)
Year 2	30	5	16.6%
Year 3	30	4	13%
Year 4	31	5	16.6% (2xEHCP)
Year 5	31	5	19%
Year 6	29	3	10.3% (1xEHCP)
Total	**236**	33	13.9% (5xEHCP's/2 pending)

EAL funding: £12, 871.27

Actions - Data monitoring and intervention when needed.

Classes/Year Group	No. class	No. EAL Pupils	%	Language Spoken at Home	Total Number of Pupils
LFS1	13	14	36.8%	Filipino – 3 Konkani – 1 Polish – 8 Igbo - 1 French – 1	Filipino – 12 Konkani -1 Polish – 33 Igbo – 3 French – 1 Sinhala - 3 Tamil – 1 Malayalam – 3 Thai – 1 Chinese – 2 Portuguese – 1 Lithuanian – 1 Ukrainian – 1 Czech – 1 Romanian – 1 Latvian – 1 Other - 2
LFS2	25				
UFS	31	8	25.8%	Sinhala – 1 Tamil – 1 Polish – 5 Filipino - 1	
Year 1	30	6	20%	Filipino – 1 Igbo – 1 Polish - 3 Other – 1	
Year 2	30	7	23.3%	Filipino – 1 Malayalam – 2 Sinhala – 1 French – 1 Polish – 2	
Year 3	31	9	29%	Filipino – 3 Igbo – 1 Thai – 1 Chinese – 1 Latvian – 1 Polish - 2	
Year 4	30	10	30%	Sinhala – 1 Filipino – 3 Chinese – 1 Polish - 5	
Year 5	31	9	29%	Other -1 Malayalam – 1 Portuguese - 1 Polish – 4 Ukrainian - 1 Lithuanian - 1	
Year 6	29	6	20.6%	Czech – 1 Polish - 4 Romanian – 1	
Total	250	69	27.6%		

2021-22

EYFS Total % at GLD = 68% - 31 pupils

	Number of Pupils	Good Level of Development Achieved
Any SEN	2	0%
EHCP	0	0%
SEN Support	2	0%

KS1

Year 1 Phonics Test June 2022 - 30 pupils

	Number of Pupils	Passed
Any SEN	7	71%
EHCP	1	0%
SEN Support	6	71%

Year 2 – July 2022 – 30 pupils

	Number of Pupils	Met National Expectations		
		Reading	Writing	Maths
Any SEN	5	0%	0%	0%
EHCP	0	0%	0%	0%
SEN Support	5	0%	0%	0%

KS2

Year 6 - July 2022 -29 pupils

	Number of Pupils	Met National Expectations			
		Reading	Writing	Maths	R, W & M
Any SEN	3	100%	67%	67%	67%
EHCP	0	0%	0%	0%	0%
SEN Support	3	100%	67%	67%	67%

This data shows the progress our pupils with SEND make.

- Wakefield Inclusion SEN Support Services – on-going support work
- Education Psychologist working with pupils and staff in school.
- Learner Profiles have been updated three times.
- MSP and EHCPs have been reviewed throughout the year with parents, staff and children, where appropriate.

Provisions for SEND children, including those with an EHCP subsequent to and during further absence due to COVID:

The SENCo established provision to ensure support was appropriately given to meet the needs of all SEND pupils, particularly those with an EHCP.

The following outlines the provisions they were put in place.

• Parents with children with EHCPs were provided with personalised activities that supported their academic learning and well-being.

National Tutoring resources supported our lowest 20% and PP children.

National Tutoring Programme 2021 – 2022 - £2,227.50

School have received a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID -19. Schools can now access 3 routes, Tuition Partners, Academic Mentors, School-led tutoring. Engage Education are providing a tuition partner who works in school 1 day per week with 4 groups of 3 pupils, who have been identified as needing Catch Up tuition.

2022 – 2023 - Funding has been confirmed for the next academic year.

• Social stories were written and emailed home to support the changes

• Opportunities were provided for regular, weekly contact for the child and class teacher and/or 1:1 TA on the phone and email/Google Classroom to support with home learning and well–being

• Phone calls were made by the SENCo to provide further strategies and guidance as necessary

• Resources and outside agencies/ links shared with parents provided by the SEND 0-25

School newsletter was emailed out weekly

Provision and Access to Learning

Accommodation at St Joseph's Catholic Primary School is arranged on one level, which means that children can access all appropriate areas. One additional meeting room/intervention room can be accessed from a staircase adjoining the main double doors near to the Breakfast Club entrance. Should the use of this room not be possible for those with a physical disability then other arrangements will be made.

There is an adapted toilet with a safety handrail in the Key Stage 1 area and a further adapted toilet in close proximity to the Hall. In accordance with the requirements of the Disability Discrimination Act, reasonable adjustment will be made to accommodate pupils with disabilities and this will be reflected in the School's Accessibility Plan. Our Equality Policy offers further details of how we enable pupils to access and participate in the curriculum and take advantage of facilities and services offered by school.

Our Accessibility Plan details the extent to which disabled pupils can participate in the school's curriculum, the physical environment for the purpose of increasing the extent to which pupils are able to take advantage of education and benefits, facilities and services offered or provided, and the improvement to delivery to disables pupils of information which is readily accessible to pupils who are not disabled.

Learning in School for Vulnerable Children with and without EHCP

• Social stories were provided to support children with change

• A range of strategies, resources and learning styles were implemented to support need. Quality-First Teaching was given to targeted, smaller groups of children who were in school.

• A flexible approach was applied to the curriculum, including an emphasis on outside learning wherever possible

• ESA support was provided for children with an EHCP

Working in Collaboration with Parents and Carers of Children with SEND

• Identification of vulnerable children

• Weekly phone calls by SENCos to provide further strategies and guidance as necessary

• Email and telephone contact was continued throughout each school holiday where it was felt necessary, to ensure support was in place

• Continued engagement was sustained with outside agencies and professionals by SENCO. Meetings were attended e.g., SAF meetings, Child in Need meetings, EP meetings remotely

Risk Assessments for Children with an EHCP

The potential impact on children's mental health and well-being due to changes to school routine was considered. Risk assessments were written as live documents and updated weekly following a telephone call with parents by the Learning Mentor or a member of the SLT.

Transition Support

Transition was carefully planned for the 2022 cohorts and children with SEND and monitored throughout the year.

Pupil Transition to Year 7:

• Liaison with Secondary SENCos and Head of Year 7. All paperwork shared and transition paperwork was completed. Transition for children with SEND was followed up to ensure a positive experience

• SENCO visits to school where possible – virtually where necessary to meet staff

• Additional visits to secondary schools were set up and agreed with parents.

Pupil Transition to Years 1-6:

• A virtual 'Meet the Teacher' took place for each class

• Personalised transition books were made for each pupil who we felt would benefit from this. These included photos of their teacher, TA, classroom and building

• A video message from the new teacher was uplaoded to each Google Classroom in July to enable each pupil with SEND to 'meet' their new teacher in their new classroom

• Class letters were sent to the parents and children from the class teacher before the summer holidays

Pupil Transition to Reception:

A 'Welcome to St Joseph's' video was uploaded to the school website introducing the Early Years Foundation Stage and the link sent to all parents

Each pupil with SEND had a meeting, in July 2022 prior to starting the year 2021-22, to meet their teacher and TA and see their classroom

Personalised transition books were made for each pupil who we felt needed them. These included photos of their teacher, TA, classroom and building

Resources were emailed out in a 'starter pack' for all children as our identification of SEND in children who had not attended our nursery was dependent on parents identifying their child's specific needs

A phone call was held between the classteacher, parents and child, where possible. Parents and teacher then discussed aspects of the child's needs and any concerns that they had regarding development.

Contact was then made between the daycare provider (where appropriate) and teacher to discuss progress, issues and concerns

Where appropriate, the SENCo then contacted the parents and then the day care provider to discuss specific needs. The findings of these discussions were then discussed with the class teacher.

SEND Budget

Academic year	Notional SEN funding	Top up funding (EHCP related)
2019/2020	£60,191.44	£6,855.36
2020/2021	£63,282.92	£4,080.01
2021/2022	£62,297.81	£8,160.02 (subject to change)

This money is spent on supporting individual pupils with an EHCP through:

- 1:1 ESA/TA/Teacher support
- Catholic Care intervention support for families and pupils
- Learning Mentor support
- Specialist resources
- CPD for TAs supporting individual needs

The school budget, received from Wakefield Education Authority, includes money for supporting children with SEND. This money is spent on:

• ESA/TA hours to support pupils with SEND

• CPD for all staff

• Specialist resources

• Support and advice from outside agencies.

The training needs of all staff are identified through:

- Staff audit of strengths and areas for development
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training

Key Priorities for 2022-2023

- To use the SEN Support Plans (linked with our Catholic High School) for our children with SEND. Targets to be written in consultation with class teacher and parent/carer and reviewed three times a year
- Confidence with completing the paperwork for referrals, including for EHCP applications and Annual Reviews
- Audit of staff strengths and areas to be developed
- To continue working with the BKCAT SENCo Network and SEND Wakefield Education Authority (WISENDISS)
- To continue to update SEND register
- To monitor the progress of the COVID catch-up plan over the course of the year- summatively and formatively

SEND Support

All children are given the opportunity to receive good or outstanding teaching, with access to a broad and balanced curriculum. Quality First Teaching is the responsibility of the class teacher, who ensures that the curriculum is differentiated to meet the needs of individual children. The class teacher also monitors the progress children are making and meets regularly with parents throughout the year.

If a child is identified by the class teacher as not making good progress, discussion with parents and the SENCo will identify appropriate additional support. At this stage a Learner Profile and a Learning Support Plan will be drafted for the child and agreed with parents. Both child and parents contribute to the Learner Profile, which provides school with a 'snapshot' of the child, identifying what he/she feels good about, what is important to him/her, preferred ways of support and both

medium term outcomes (for the end of the key stage) and long term aspirations (for adulthood). This is reviewed at least annually, when the child moves into a new class. The Learning Support Plan sets short term progress targets (keeping in mind the end of key stage outcomes) and details the support which will be put in place to enable the child to achieve them. This is reviewed at least termly, as part of our Assess - Plan – Do – Review cycle.

At St Joseph's, we have supported pupils with the following areas of Special Educational Need and Disability:

- Moderate Learning Difficulties (MLD)
- Autistic Spectrum Disorders (ASD)
- Specific Learning Difficulties (SPLD)
- Social, Communication and Interaction Needs (SLCN)
- Physical Disability (PD)
- Hearing Impairment (HI)
- Visual Impairment (PI)
- Behavioural, Emotional and Social Difficulties (BESD)

Most children's additional needs are met within school. Some are met in class (Wave 1) where the teacher uses teaching strategies recommended by the SENDCo or by other professionals to help the child to access the curriculum. If the child needs support in a specific area, such as reading, phonics, basic maths or social skills, he/she may access group and individual interventions (Wave 2). These are planned and monitored by the class teacher and led by school staff (often in consultation with the SENDCo). A small number of pupils need some individual support, and receive Wave 3 targeted provision. Some of these children will have My Support Plans in place, and we may request assessment for an Education, Health and Care Plan.

Learning support assistants lead some of the individual and group interventions, under the direction of teachers. Other interventions are led by the Learning Mentor, Mrs Clements. They liaise with and give regular feedback to teachers, and keep records detailing the interventions and their effectiveness.

Sometimes a child is identified as needing further professional support. This is available to school from outside agencies, which provide specialists to work with children either individually or in groups.

We work closely with agencies including:

- Catholic Care

- Educational Psychology Service
- Learning Support Service
- Communication, Interaction and Access Team
- Speech and Language Therapy Service,
- Occupational Therapy Service,
- Physiotherapy Team
- Physical Impairment Team (Visual & Hearing)
- Social Care Direct

The class teacher ensures that everyone who works with the child is aware of her/his needs and of the best ways to offer support, and that the agreed interventions are taking place. The teacher also discuss/meets with parents and the child at least termly to review the One Page Profile and set new targets as appropriate. During transition (in the summer term) class teachers liaise to ensure that the child's move into the next class is as smooth as possible.

Our delegated funds for supporting children with SEND are used to support these programmes and are allocated to areas of greatest need. The use of these funds is carefully planned, and includes staffing, equipment and resources and specialist support and training. All classes and year groups have an element of support from this funding.

A register is kept of children who are receiving support for Special Educational Needs or Disability so that their progress can be closely monitored. The register may change within the school year as teachers assess and monitor the children in their classes; some children may begin to make good progress and will be removed from the register; others will develop areas of need and will be added.

The Role of the SENDCo

- The Special Educational Needs and Disabilities Coordinator is responsible for coordinating support for all children who have been identified as needing additional support. Mrs Kaushiva maintains the Additional Needs Register; updating it regularly, and she reviews our SEND policy, making sure that it is reflected in all classroom practice throughout school. She also helps staff to support children by advising on strategies to use in the classroom, helping to write One Page Profiles and Target Support Plans and organising training. Most One Page Profile Support Plan Review meetings can take place without the SENDCo. However, Mrs Kaushiva works with staff to ensure that progress is

being monitored and appropriate targets set. If parents request her attendance at review meetings, she will do her best to accommodate.

Mrs Kaushiva can also be available for a parent consultation; at SEND Coffee Hours or at SEND Clinics throughout the school year. At other times, parents are invited to make an appointment through the school office. When outside agencies are involved in supporting children, Mrs Kaushiva acts as liaison between the professionals involved, including class teachers. She also ensures that documentation relating to each child is up-to-date, and that information is passed on efficiently between classes at transition. Mrs Kaushiva is responsible for evaluating the effectiveness of the SEND provision that school provides – this is done through triangulation methods - observations, learning walks, reviewing books, pupil interviews and reviewing interventions.

Provision and Access to Learning

The table below reflects the current needs of the SEND children in our school, and indicates the ways in which their needs are met.

Wave 1 Universal	Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. • Quality first teaching • Learning mentor • Broad and balanced curriculum, appropriately differentiated to meet with needs of individuals • Home school communication
Wave 2 Additional	• Access to a learning support assistant in identified lessons • Heavily differentiated curriculum • Peer support • Daily reading • Social interaction group (learning mentor) • Self-esteem/self-confidence programmes (learning mentor) • Positive behaviour (learning mentor) • Individualised spellings • Enhanced home school communication via home school contact book
Wave 3 Exceptional	• Individual LSA support • Time out systems • Individual work stations outside of classroom • Enhanced ICT access with access to specialist programmes • Individualised programmes, working towards independence and enhancing self-care and safety • Adapted environment including individual learning tables • Highly modified curriculum • Individual interventions • Access to SEND continuous provision area in Key Stage 1.

Frequently asked questions

How does school know that my child needs extra help?

We monitor children's progress so that pupils with SEND are identified as early as possible. Class teachers discuss any concerns they may have about individual children with the SENDCo, and together we decide how best to put support in place.

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

Children's progress is reviewed at Parent Consultation meetings in the autumn and spring terms. However, we hope that the relationships we build with parents mean that you feel you can approach us informally at any time if you have any concerns about your child. Your first point of contact is the Class Teacher, who is responsible for ensuring that your child's needs are met. The teacher may recommend a meeting with the SENDCo to discuss the support we are able to offer. We also invite representatives from Educational Psychology Service, the Communication, Interaction and Access team and Learning Support Service into school in the spring term for open consultations with the SENDCo and teachers.

How will school support my child? How will the curriculum be matched to my child's needs?

Every teacher is aware of the needs of individual children in their class, and adjusts the learning activities accordingly (adaptation). If a child needs support additional to that provided in class, we can offer group and individual interventions, and if necessary can ask for support from specialist services.

How will I be kept informed about how well my child is doing?

You will be invited to be involved in setting targets for your child, and we will keep you informed about how well your child is working towards them. If you have any questions we hope that you will ask us! Your child's class teacher is your first point of access, but Mrs Kaushiva can also be available to join the discussion of your child's needs where appropriate.

How will I know how best to help my child to achieve?

Sometimes your child may have targets you can help with at home. Your child's class teacher will give you any resources you need, and will explain how to use them.

How are decisions made about the support provided (including staff support) for my child? School receives an amount of funding each year to support pupils with SEND (the delegated budget), in addition to the funding allocation for each pupil in school. The Headteacher liaises with the SENDCo to determine how this money should be allocated. Some of the delegated budget is used to employ additional staff; some is used for resources and training.

Where can I get further information? How can I give feedback?

At St Joseph's, we welcome and value your input. We understand that working in partnership with parents is crucial to helping children to make progress. If you are concerned about any aspect of your child's experience in school, the first person to speak to is your child's class teacher. Often teachers are available at the end of the school day, or an appointment can be made through the school office.

If you have any concerns about your child, please don't hesitate to contact our SENDCo, Mrs Kaushiva (mkaushiva@sjp.bkcat.co.uk).

External Support and Information

Special Educational Needs and Disabilities Local Offer

All agencies which provide services for children with Special Educational Needs and Disabilities (SEND) have to inform parents and carers about the services available to them. This is the Local Offer. Our school Local Offer is detailed here; it is intended to

give you information about the many ways in which we support children, including those with Special Educational Needs and Disabilities. We will keep this information under review as we respond to children's changing needs and to feedback from our parents.

In Wakefield, schools' Local Offers are supported by Wakefield Local Authority, which has its own Local Offer.

If you click on the link below it will take you to the Wakefield Local Offer where you will find information about the services the Authority provide.

http://wakefield.mylocaloffer.org

Wakefield Early Support Advice Information and Liaison (WESAIL)

If you are a parent/carer of a child with additional needs, or a professional working with the family, you can contact WESAIL if you are not able to use the Local Offer website, or cannot find what you are looking for.

WESAIL is provided by Family Action and includes the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS). The role of a SENDIASS service is to provide access to free, accurate and impartial information, advice and support about matters relating to special educational needs and or disability. This includes issues related to health, education and social care.

The WESAIL service can also offer targeted short term support along with workshops and training for parents and carers of children with additional needs.

Parent/Carer Forum Wakefield Parent Carer Forum is an independent parent carer forum who work with families of children with special educational needs and/or disability, aged 0-25 years old, living in the Wakefield area.

The forum is led by a small group of local parents who are looking forward to listening to, and representing the views of parents, young people and children in the future.

These parents all have a wide experience of what it is like to be a parent of a child with an additional need or disability in the Wakefield area. They want to work with you to make a positive difference and improve the quality of life for all children and families in Wakefield.

Key contacts: follow on Facebook –

Wakefield Parent Carer Forum email - info@wakefieldparentcarers.co.uk

WESAIL Telephone: 01924 965588, available Monday to Friday 9am to 5pm

Email: wesail@family-action.org.uk Web: www.family-action.org.uk/wakefield-sendiass

Contact Wakefield Parent Carer Forum info@wakefieldparentcarers.co.uk 07880 203670

Complaints

What do I do if I have a complaint? As we always work closely with parents, consulting them regularly, it is hoped that complaints about SEND provision will be rare. However, should there be a complaint the following procedure will be adopted:

1. Parents are encouraged to discuss the problem with the class teacher.

2. If the problem is not resolved then parents can make an appointment to discuss the problem with the SENDCO.

3. If the problem is still not resolved, then the parents should make an appointment to discuss the problem with the Head Teacher.

4. If a satisfactory outcome cannot be reached at this stage, then the matter should be followed up in accordance with the schools' complaints procedure (see our website for the full policy).

Mari-Ann Kaushiva December 2022