


Special Educational Needs and Disability SEND Information Report

	<p>St Joseph's RC Middle School</p> <p>Highford Lane, Hexham E.mail</p> <p>Northumberland NE46 2DD</p> <p>Telephone: 01434 605124</p> <p>admin@hexhamstjosephs.uk</p> <p>Head Teacher Mrs. F. Conley</p>	
<p>Our mission is to embrace the spirit and teachings of the Catholic faith while striving for excellence in all aspects of school life.</p>		
<p>To help achieve this we aim to:-</p> <ul style="list-style-type: none"> create a happy, secure, well ordered and caring Catholic community that readily puts into practice the gospel values of love and forgiveness; provide a broad, balanced and challenging curriculum for the benefit of all our students which includes the knowledge, skills and attitudes that will help prepare them for the opportunities, responsibilities and experiences of life; encourage self-discipline and self-esteem amongst the members of our community and at the same time foster respect and consideration for others; promote a sense of responsibility for the environment and encourage our members to take an active part in the life of our community; maintain an active home-school partnership; develop effective links with our local Catholic parishes and first schools, local middle and high schools; and the wider community. 		
<p>TYPE OF SCHOOL:</p>	<p>Roman Catholic Voluntary Aided Middle School</p>	<p>Middle school Year 5 to Year 8</p>

ACCESSIBILITY:	Wheelchair accessible	Our building is two storey and wheelchair accessible by a ramp to the Y5 area accessing six classrooms on the upper storey and one mobile classroom. The main hall and dining area is accessible via the front doors to school. A disabled toilet is available as well as onsite disabled parking.	
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>Yes. We are a fully inclusive school. All teachers and teaching assistants have sufficient, and sometimes extensive, experience, training and expertise to identify children who may need additional support. Following any referrals, staff work closely with support services to provide any recommended interventions or strategies. Our SENCo ensures that staff training is appropriate and responsive to the specific needs of the children.</p>		
POLICIES:	<p>Are the school policies available on the website for:</p> <p>NB: Please note that some of these policies will be subject to review to reflect imminent changes in SEND legislation.</p>	SEND	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
	<p>Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?</p>	Yes	
RANGE OF PROVISION:	<p>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</p> <p>Areas of strength</p> <p>Our expertise is in identifying children's needs quickly and negotiating with children and families to provide early intervention and support. This is initially provided by school staff with training and experience. Further specialist advice is requested when necessary.</p> <p>Several staff have additional training and/or qualifications in ELSA support.</p>		
	<p>Specialist Facilities/Equipment to support SEND</p> <p>Three rooms, additional to classrooms, are available for interventions and therapy. There are available areas in school i.e. school hall for physiotherapy and occupational therapy that requires a larger space.</p>		

	<p>The school has a range of resources and equipment, including ICT resources, suitable for supporting learning and physical needs.</p> <p>Input from Therapists/Advisory Teachers/other specialist support services</p> <p>We have access to our Locality Inclusion Support Team (LIST) through the Hub. LIST offers specialist support and advice for pupils, families and staff and provides specialised staff training. LIST specialists include educational psychologist, education welfare officer, inclusion support, behaviour support, literacy, speech, language and communication, autistic spectrum support. They offer a first point of contact for a wide range of issues and usually begin by listening to the child and their family.</p> <p>Health support services available include speech and language (SALT), paediatric physiotherapy, occupational therapy, sensory services, mental health – Children’s and Young People’s Services (CYPS), dieticians, school nurse and health visitors.</p> <p>Children’s Services provide for social welfare needs.</p> <p>Before and After School Provision Breakfast Club is provided and operates from 7.45 – 8.30am.</p>
<p>INCLUSION:</p>	<p>How do you promote inclusion within the school, including day and residential trips?</p> <p>Teachers plan to challenge and support individual children in every lesson. Quality First Teaching provides a range of strategies appropriate to all children. Many further strategies are also used to provide for the needs of specific children as appropriate. All children are included in all lessons, events and trips, and support is provided where necessary, as sensitively as possible. Extra-curricular activities are available to all children, including those with SEND. Lunchtime and support staff are aware of the particular needs of specific children. When appropriate, additional funding is sought to provide additional staffing or resources.</p> <p>All children are included in any residential trips that take place during a pupil’s four years at St. Joseph’s. Where appropriate, additional staff will accompany specific children if necessary.</p>
<p>PARENT SUPPORT INVOLVEMENT and LIAISON:</p>	<p>How do you involve/support the parents of children/YP with a SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <p>We listen to and consult parents/carers as soon as needs are identified. Where appropriate, we guide parents/carers through the referral process to request specialist support. In addition to progress meetings, parents/carers are involved in frequent, fairly informal conversations with the Inclusion Support Manager, form teachers and SENDCo. School planners are used as appropriate and/or telephone calls to communicate and liaise with parents.</p> <p>SEND Pupil profiles SEN Profiles, strategies and intervention plans are formulated in</p>

	<p>collaboration with parents at regular review meetings, targets and objectives are jointly formulated. Targets are agreed for parents to carry out at home. Plans are then reviewed at least twice a year but often termly and new targets are set. Parents of pupils with an EHCP are invited to a formal review of provision annually.</p> <p>All parents are invited to formal parent evenings relative to their child's year group in the autumn and spring term as well as an optional parents' evening in the summer term. All parents receive an interim progress report in February and a longer written report at the end of the summer term.</p> <p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>We have carefully planned and structured transition programmes between schools. Liaison and visits to all first schools who have pupils with SEND transferring to St. Joseph's occur in the summer term or sooner if there is a specific need. It is our general practice for pupils with SEND to do additional visits and transition work prior to the designated transfer day. Meetings between SENDCo and our Inclusion Support Manager ensure a smooth transition from first to middle school. A replica of the above is also true concerning transfer from middle to high school. Relevant data and assessments are shared between schools.</p>
<p>OTHER INFORMATION:</p>	<p>What else do you think parents carers would like to know about your school?</p> <p>'Most pupils with SEND make good progress' LA Assisted Review (March 2014)</p> <p>We have the following intervention programmes available to use:</p> <ul style="list-style-type: none"> ● Speech and Language therapy ● Handwriting programmes i.e. Teodorescu ● Toe by Toe ● Phonological Awareness Programmes ● Social skills groups ● Nurture groups ● Emotional Literacy Support Assistants ● Success at Arithmetic ● Guided and 1:1 Reading ● Talk Boost <p>Other programmes may be provided for specific children from a range of agencies such as Occupational Therapy, and are delivered by staff in school.</p> <p>Children's progress is monitored closely and tracked every term. SENDCo, Inclusion Support Manager and subject leaders for English and mathematics meet regularly (at least half termly) to discuss and monitor progress of all children, including those with SEND.</p> <p>Our SEND policy is published on our school website. Pupil views are gathered regularly throughout the year and shared at parent review meetings.</p> <p>The Local Authority offer is available on the SEND section of the Northumberland County Council website. http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx</p>

COMPLETED BY: (Name and position)	Mrs Leanne Dotchin
DATE COMPLETED:	September 2018
REVIEW DUE:	September 2019