

St. Joseph's RC Primary School

Special Educational Needs and Disability Information Report + School Offer

Aims

The St. Joseph's RC Primary School Special Educational Needs and Disability (SEND) Information Report and School Offer is an outline of the support available to children with SEND attending our school or wishing to in the future. Please read this in conjunction with the wider Local Authority offer - Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Local Offer can be found at the following website: <https://localoffer.southwark.gov.uk/>

At St. Joseph's School, our mission statement declares 'We aim to grow and learn together within a loving and caring environment which reflects the Gospel values. We encourage all our children to reach their full potential in all aspects of their education.' This mission is at the heart of our school's SEND policy which outlines our school's code of practice, detailing how we enable children with SEND to achieve their full potential, within an environment that is supportive while maintaining high expectations for all.

Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- *Equality Act 2010: Advice for Schools* DfE Feb 2013
- *The Special Educational Needs and Disability Regulations 2014*, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- *Part 3 of the Children and Families Act 2014*, which sets out schools' responsibilities for pupils with SEN and disabilities

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Provision can be made for children's needs across the four broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Physical and Sensory
- Social, Emotional and Mental Health Needs.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, work and visit here. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the children's parents, and where appropriate, the child themselves.

Roles and Responsibilities

At St. Joseph's RC Primary School, we believe in a whole school approach to the provision for children with SEND, with all staff able to recognise and contribute to the welfare and progress of the children in their care.

SENDCO

The Special Educational Needs and Disability Co-ordinator (SENDCO) is Mr Coffey, who can be reached through the details below;

St. Joseph's School Office Telephone: 020 7237 4267

Email: send@stjosephs-georgerow.southwark.sch.uk

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring parents are regularly informed about the provision being made for their child and are able to contribute to discussions about progress and provision
- Ensuring they follow this SEND policy

Identification

At St. Joseph's, we believe it is vital that pupils with SEND are identified as early as possible. Every member of staff in this school is responsible for identifying pupils with SEND and we ensure teachers have the necessary observational skills to do this. We will inform parents at the earliest opportunity of any progress concerns and discuss and agree the appropriate provision to be made for their child. The school's SEND consent form must be signed by the parent/carer before any provision is put in place.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Assessments are carried out through teacher observations, daily marking and interactions with the children, reviewing records from previous schools/settings and parent consultations. Our assessments allow us to gain an accurate picture of a child's abilities and needs in order for us to cater for them. The school has also established a procedure for diagnostic assessments and standardised tests that can be used where deemed necessary by the SENDCO in consultation with teachers and parents/carers.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and potential barriers to progress
- We take into account the parents' concerns and contributions
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

Once pupils have been identified as having SEND and this has been discussed with parents/carers, the school will intervene by placing them on SEND support as advocated by the SEND Code of Practice 0-25 years 2014, with provision put in place with the graduated approach of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed half-termly, in consultation with the class teacher, wider class team including support staff, external professionals (if relevant), the child and the parents.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Planning and provision are essential requirements for all children with SEND. Class teachers are accountable and responsible for the progress of those children with SEND in their class. Therefore, it is the responsibility of the class teacher to plan and assess for those children with SEND in their class. Lessons will be planned to address any potential areas of difficulty and to remove barriers to pupil achievement. Sometimes it may be appropriate for teachers to create separate weekly / session plans to fully meet the needs of those with SEND in the class. At other times, skilled differentiation will allow children's needs to be met appropriately.

A **Provision Map** will record strategies and activities for pupil progress by focusing on some individual targets that closely match the pupil's needs.

A **Provision Record** is a weekly timetable which may detail individual provision received by a child with SEND. It will detail all the sessions which are additional to or different from the arrangements that are normally provided for the rest of the class. Examples may include short activities to address identified needs, additional physical development sessions and additional speaking and listening sessions.

Nursery & Reception - Early Years SEND support can be triggered through concern that despite providing opportunities or using alternative approaches to learning pupils: -

- Make little or no progress
- Work at levels significantly below others of a similar age
- Show persistent emotional / behavioural difficulties
- Have sensory or physical problems which hinder progress
- Experience communication or interaction difficulties, which require individual specific intervention in order to achieve access to learning.

The SENDCO will:

- Consult with parents and seek consent
- Place the child on SEND support
- Advise and support the class teacher
- Ensure an appropriate provision map is in place
- Ensure relevant background information is in place

On review of the Provision Map, advice and support will be sought from external agencies only if the child has shown no or limited progress.

Years 1-6 - SEND support intervention can be triggered through concern that despite receiving differentiated teaching pupils: -

- Are working at National Curriculum levels well below that expected of a child of a similar age
- Make little or no progress
- Show difficulty developing literacy or numeracy skills
- Present persistent emotional and behavioural difficulties

- Have sensory or physical problems, which continue despite the use of specialist equipment
- Have communication and / or interaction problems, which continue despite curriculum differentiation.

The **SENCO** will consider an appropriate approach such as:

- Consult with parents and seek consent
- Place the child on SEND support
- Advise and support the class teacher
- Ensure an appropriate provision map is in place
- Ensure relevant background information is in place
- Provide different materials or equipment where appropriate
- Deploy support staff in supporting specific targets
- Review and provide staff development or training where appropriate
- Group support
- Devising interventions and monitoring their effectiveness by providing extra adult time
- LA support for advice on strategies and equipment or staff training

A **Statutory Assessment** can be requested by the school/parents if they feel a child is no longer able to make progress in class despite all the interventions put in place for him/her. This request will help to decide whether an Education, Health and Care Plan is needed. Having an EHC Plan means the child needs a very significant amount of individualised support than cannot be provided from the budget available to the school.

- Once the LA receives the assessment request (and information submitted by the school, i.e. CAF) they will decide whether they think the child's needs are complex enough to need a statutory assessment.
- If the LA does not think the child needs a statutory assessment, they will request that the school continues with the school based support already being given.
- If the LA does think the child needs a statutory assessment, they will ask parents and all professionals involved with the child e.g. Speech and Language Therapist, Educational Physiologist, Occupational Therapist, Physical Development coach, Autism team etc. to write a report outlining the child's needs.
- After all reports have been submitted, the Local Authority will decide if the child's needs are severe, complex and lifelong.
- If the LA feels that the child's needs are not severe, complex and lifelong they will ask the school to continue with school-based support. They may set up a meeting in school to confirm provision is in place to ensure the child makes as much progress as possible.
- If the LA feels that the child's needs are severe, complex and lifelong, they will request that the school setting write an EHC Plan. The EHCP will be submitted to the LA where they will review and agree to meet the costs or not.

- Once confirmed, the EHC Plan will be reviewed annually. If parents are unhappy about decisions made in respect of SEN and provision by the Local Authority, they may appeal to the First-tier Tribunal.

EHCP - Annual Review

EHCPs need to be reviewed annually. This will: -

- Assess the progress of the pupil in relation to the key outcomes in Section E of the EHCP
- Review the provision made for each child
- Consider ending, continuing or amending the existing EHCP
- Set new outcomes for the following year (if applicable).

An EHCP transition review takes place at the end of KS1 and KS2. This is when pupils transfer to KS2 or leave the primary phase and move to the secondary phase. The **EHCP transition review** enables the receiving key stage to plan appropriate provision for the child. A meeting between the primary school's SENCO and the secondary school SENCO takes place regarding a transition between schools. Dates for these meetings are arranged in the spring term of a Year 6 child's last primary year.

A child's progress and provision are reviewed 4 times a year through:

- Autumn target setting parents' evening (with an optional provision review)
- Annual Review/EHCP review meeting
- Pupil annual report sent to parents
- Summer parents evening (with an optional provision review)

Children's involvement

Where appropriate, children with statements/ EHC plans are involved in the review process of their EHCP/annual review meeting. In the autumn term KS2 children also attend a target setting evening where agreed targets are set for the children to work on. These are discussed with the children and reviewed regularly. These targets are regularly shared and discussed with the child's parents.

Success Criteria

It will sometimes be possible for children with Special Educational Needs or Disabilities, to close the attainment gap which may have formed between themselves and their class peers. If this is the case, the child will be closely monitored until the class teacher and SENCO are satisfied that they no longer require extra support to access the National Curriculum. When the class teacher, parent/carer and SENCO are in agreement, the child may be removed from SEND support.

Transition

At St. Joseph's we recognise the importance of ensuring that transitions between year groups, Key Stages and settings, such as Secondary Schools, are supported appropriately so that the children and parents are prepared for the next step of their learning journey.

Class Transition

When moving between from one class to the next, the school will take a number of steps to ensure that this process is supported and understood by the child and their parents. This will include:

- Hand-over meetings between class teachers and class teams
- Supported familiarisation activities before the transition such as opportunities to see the new classroom setting when empty, meeting the new class teacher and class team, introduction to new routines or routes around the school
- Informal meetings with the new class teacher for parents to discuss their child early in the new term.

Phase Transition

When moving between from one class to the next, the school will take a number of steps to ensure that this process is supported and understood by the child and their parents. This will include:

- Hand-over meetings between class teachers and class teams
- Supported familiarisation activities before the transition such as opportunities to see the new classroom setting when empty, meeting the new class teacher and class team, introduction to new routines or routes around the school
- Informal meetings with the new class teacher for parents to discuss their child early in the new term.
- Welcome meeting with the headteacher, SENDCO and new phase team to discuss changes in routines and expectations

Where a child has accepted a place offered by our affiliated secondary school, the receiving schools SENCO meets with our SENCO to discuss each child, their needs and the level and type of provision that will require to ensure they continue to make the best possible progress.

Other secondary schools contact our SENCO to arrange for information and provision to be shared in the form of a meeting or by completing a pupil information form. If feeder schools do not make contact with St. Joseph's then we contact them and arrange for information to be shared in a suitable manner.

School Transition

When moving between schools- typically, though not exclusively, from a Primary to Secondary setting – we at St. Joseph's will begin to take a number of steps across the school year leading up to the transition. These will include:

- An initial secondary transfer meeting

- A meeting with the class teacher to discuss the upcoming year, with specific reference to support in place to help the transition such as development of independence or organisational skills
- Co-ordination and support with the new setting to arrange initial tours, familiarisation, introductions and inductions

Nursery Visits

If your child attends a different nursery to ours, where necessary, our nursery class teachers visit your child's nursery to observe them in a familiar environment and to introduce themselves.

Nursery Welcome Meeting

Our nursery and senior management team host a 'Nursery Welcome Meeting' in the summer term for parents/carers to meet the teachers and find out more about the nursery routines, curriculum, mealtimes, settling-in timetable and uniform. During this meeting we share our Nursery ethos and ways in which parents can encourage their children to become independent with all routines such as dressing, toileting, eating, etc.

Interactions within the Foundation Stage (Nursery → Reception)

Our nursery children visit the Reception classes regularly throughout the academic year to share their learning and become familiar with the Reception teachers. The nursery children also become familiar with the wider school environment when they visit it for PE, computing, and music sessions as well as for dinner times.

Reception Welcome Meeting

Our Reception team and senior management team host a 'Reception Welcome Meeting' in the summer term for parents/carers to meet the teachers and find out more about the school routines, the curriculum, the school timetable, mealtimes, uniform and what to expect from 'big school'.

Reception Review Meeting

Our Reception team also host a 'Reception Review Meeting' in the autumn term for parents/carers to find out more about the Foundation Stage Curriculum, how to support their child's learning and they are given an opportunity to visit their child's classroom. Settling in reports are sent to parents detailing how their children have settled into 'big school' and the targets they can work on with their children throughout the academic year. Parents are also given the opportunity to make an individual optional appointment to speak with their child's class teacher to discuss the above in further detail.

School Tours: Prospective Parents

Parents of prospective children, whether beginning in nursery, reception or any other year group, are encouraged to book a tour of the school. This gives them the opportunity to visit our

classrooms, observe the children in their learning environment and meet our Headteacher to discuss our school ethos.

Whether your child begins in nursery, reception or any other year group, all reports from previous schools/settings are requested and reviewed by the Headteacher, SENCO and class teacher (for continuity purposes) so we can begin to get to know your child and review their likes, dislikes, needs and interests.

Admissions

Students with SEND are allocated places in two separate & distinct ways:

Those pupils with statements or EHCPs have a separate admissions procedure overseen by Southwark's SEN team. Applications for children with special needs or with a disability will be treated fairly.

Those pupils who have SEND but do not have a statement or EHC plan are admitted via the normal school admissions criteria. Detailed information and guidance of how to apply for a place at St Joseph's RC Primary School can be found on the following link:

<http://stjosephsgeorgerow.org/admissions/>

Any Special Needs that are identified on admission are discussed with parents allowing the school to provide support to and put into place support mechanisms to cater for the child's Special Educational Needs or Disabilities.

Teaching Approach

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Where required, further interventions will be undertaken to ensure progress, focused on target areas within the four main areas of need. Interventions will often occur within the whole class setting, though children may on occasion be withdrawn for specifically focused activities in a small group, paired or one-to-one basis depending on the identified need.

Interventions could include, but are not limited to;

- Speech and Language Therapy
- Emotional Literacy sessions
- Memory interventions
- Focused listening skills
- Communication skills such as Lego Therapy
- Social Stories
- Sensory, Fine or Gross Motor skills activities etc.

Adaptations to the curriculum and learning environment

Adaptations to ensure all pupils' needs are met include, but are not limited to:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Planning and delivering targeted interventions with external professionals e.g.
 - Speech and Language Therapists
 - Southwark Autism Support Team
 - Early Help
 - Children and Adolescent Mental Health Services (CAMHS)
 - Occupational Therapy
 - Southwark Hearing Support Services
 - Educational Psychologist
- Appropriate access measures will be put in place to support children with SEND.

Expertise and training of staff

Our SENDCO has studied for the National Award for SEND Co-ordination, while working in the Assistant SENDCO position within St. Joseph's Primary School in the Academic Year 2020-2021, and has worked as a class teacher and phase group leader within the school throughout a ten-year career. They are allocated specific time throughout the week to manage SEND provision.

The SENDCO is further responsible for helping to train and manage the professional development of the staff, through regular training opportunities including those provided by the National Association for Special Educational Needs (NASEN) and Southwark Local Authority.

Our staff has received training in various different areas of SEND including Autism Spectrum Condition (ASC), Speech and Language training, Social and Emotional Health and Hearing Awareness training, while staff training and specialisation a constant focus for the school moving forward.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At St. Joseph's Primary School we recognise the importance of a broad, rich curriculum which includes opportunities beyond our classroom teaching. We adopt an inclusive approach in our extra-curricular programme by providing equal opportunities for all. We have a range of after-school clubs at St. Joseph's; please visit our school website for an overview.

If parents feel that their child requires additional support to access a club that they would like their child to attend, they should speak to their child's class teacher.

We strongly encourage all children to participate in educational visits and school journeys – these are an important part of children’s learning. School trips are all risk assessed and we ensure there are appropriate measures taken to ensure all children’s safety and well-being when off-site. If parents have any concerns about their child attending any school visits they should speak to their child’s teacher.

We ensure that all children in our care have access to the same opportunities to take part and expand their experiences. These steps include;

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs
- All pupils are encouraged to go on our residential trip(s) to Little Canada on the Isle of Wight
- All pupils are encouraged to take part in sports day/school plays/special workshops
- No pupil is ever excluded from taking part in these activities because of their SEN or disability
- Specific information for children with a disability can be found in our school’s Accessibility Plan
 - <http://stjosephsgeorgerow.org/school-policies/>

Accessibility

St. Joseph’s School is a two storey, purpose-built one and a half form entry school. We have wide corridors inside the building, lift access to all floors and a ramp situated on the top floor. We also have external ramps to the front and rear of the school. We are fully wheel-chair accessible, we have a toilet for people with disabilities and we ensure that equipment and adaptations are put in place to support the needs of children with disabilities. The school has interactive whiteboards in every classroom and there is access to laptops, word processors and iPads for the children. Our classrooms are communication friendly and have a Sensory room for children who are either over- or under-stimulated or who benefit from sensory experiences as part of their learning.

Support for improving emotional and social development

At St. Joseph’s Primary School our mission statement expresses our aim to provide a “loving and caring environment for all pupils... reflect the gospel values.” Therefore, the emotional and social development of our pupils is key in helping them to understand how to recognise, manage and express their emotions both within the school environment and beyond.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the School Council
- Pupils with SEND are encouraged to be part of the Spiritual Life Committee
- Pupils with SEND encouraged to become prefects in Year 6
- Pupils with SEN are also encouraged to be part of a variety of clubs to promote teamwork/building friendships including the Debating Club, Football fun and more.
- Recognising and developing the whole school approach to emotional management through the “Zones of Regulation”
- High quality teaching of the RE and PSHE curriculum areas
- A zero-tolerance approach to bullying

School Procedures for Dealing with Bullying

Bullying is unwanted, aggressive behaviour among school aged children, including those with SEND, which involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

Firstly, we work hard to educate our children about the correct way to treat each other and to follow the Gospel values.

Secondly, as a staff body we:

- Exercise vigilance
- Get to know our children quickly
- Promote positive pupil relationships within classes and across the school

Thirdly, as a school we adopt a zero tolerance approach on all anti-social behaviour.

If a bullying incident takes place in school and it is witnessed or reported, the following will happen:

- A member of the SMT will be notified
- All children involved will be spoken to and the matter fully investigated – this can take time if children try to lie, withhold details or misrepresent the truth
- All relevant adults will be informed (parents and class teachers)
- Appropriate sanctions will be implemented (*in line with the school's behaviour policy*).
 - These could include asking the bully to apologise, loss of playtime privileges and exclusion from school (fixed term or permanent)
- School records will be updated, including the school bullying record. The local authority will be informed in very serious cases of bullying via the 'SENTINEL' system held by the London Borough of Southwark.
- Management strategies will be implemented to prevent recurrence and to assist the children in moving forward...
 - Discussions with the SMT to:
 - ensure the children understand what was wrong, why and what the right way to behave/interact with others is
 - reassure the children of how the situation was reported and dealt with
 - know what to say when other friends ask what happened
 - decide what to do to put things right – treat others well, forgive and work together to begin to re-build positive relationships
- The pupils concerned will be monitored

If a bullying incident takes place outside school and it is witnessed or reported, the following will happen:

- A member of the SMT will be notified
- The child/children involved will be spoken to and the full details obtained
- Parents will be contacted and informed
- If another school or agency is involved, they will need to be informed. It will be agreed who is best placed to do this, e.g. school or parent. Other agencies may involve clubs (after school, sports or drama), churches and youth centres.

- The appropriate management of the situation will be discussed with all parties to safeguard the individual(s) concerned, e.g. removal of victim from clubs, barring of bully from clubs, continued monitoring, etc.

For more information on our approach to bullying please view our Anti-Bullying policy by clicking on the following link: <http://stjosephsgeorgerow.org/school-policies/>

Break/lunch times

We are aware that some children may find less structured times in the day, i.e. break/lunch times more challenging. To support this we have arranged our playground into areas – we have a quiet area, amphitheatre, maze, throwing and catching area, skipping area , etc. – so that children feel comfortable and at ease as they play. Where it is necessary, we can (and do) provide additional adult support to children to facilitate access to playground equipment, encouraging them to play purposely with others and helping them to learn how to resolve conflicts independently. For children with food/ feeding difficulties we have trained staff who are able to support and gently encourage them to experience a varied diet, ensuring that they eat an adequate amount of food that will enable them to enjoy and participate in the varied and exciting teaching and learning activities that take place on a daily basis.

Safeguarding

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; musical instrument tuition, for example, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

Travel to and from school

Children at St. Joseph's School in Years Five and Six may travel to school and leave school unaccompanied if they have their parents or carers permission. The Head/Deputy Head must be informed before children may travel unaccompanied, through filling in the appropriate permission slip (see Attendance Policy) Where possible Year Five/Six children will be encouraged to travel in pairs when crossing roads and travelling on buses.

In line with appropriate health and safety guidance, it is not considered acceptable for children in years three and four to travel to school/home unaccompanied. Year Six pupils may collect and accompany other pupils home from Year 4 (or below) only with their parents/carers permission and in consultation with the headteacher. Parents must provide permission and notify us of this using the appropriate form. Although

Year Five children with permission may travel to and from school unaccompanied, they should not take responsibility for other children.

Pupils in Key Stage One should be collected by parents, or carers. Brothers or sisters of secondary school age may collect siblings in KS1 after notifying the Headteacher/Assistant Headteacher.

Nursery children must be brought to school and collected by a parent, or carer.

Children are not permitted to arrive in school until 8.40.am when the playground is supervised, unless attending the school's breakfast club. Children must be collected at 3.15.pm. unless attending After School Club, or an extra-curricular club. Children in Year Five/Six who are sent home due to illness must be accompanied by a responsible adult.

Travelling to school by bicycle

The pupils attending St. Joseph's School are not permitted to travel to school using a bicycle. This decision has been taken in light of the number of major roads in the immediate area surrounding the school and to ensure the safety of all our pupils.

Complaints

Parents are always informed of any decision that is made with regard to a child's SEND and SEND provision. Those who have a grievance or complaint about the nature or amount of special needs provision that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue. This should be in line with the school's Complaint Policy which can be found at the following link <http://stjosephsgeorgerow.org/school-policies/>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Support Services

What help is available locally for me, my family or my child?

Please click the link to view Southwark's Local Offer

<http://localoffer.southwark.gov.uk/>

Further help, information and support

Any parents with further questions or concerns can approach their child's class teacher, Mr Coffey (SENDCO + Assistant Headteacher) or Mr Hoyes (Acting Headteacher). The school website is also regularly

updated and is an important source of information for parents/carers. It also has links to other helpful sites – make sure you regularly check in for updates!

There are local drop-in services for parents/carers for children with SEND (e.g. the drop-in service at Sunshine House Child Development Centre on Friday mornings).

Sunshine House can be found at: 27 Peckham Road, London SE5 8UH.

There are a number of local and national services designed to support parents and carers on many SEND areas. Some popular services are listed below:

Southwark Information, Advice and Support Team (formerly called parent partnership service) has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.

<http://www.southwarkparentpartnership.co.uk/>

Contact a family Southwark supports families living in Southwark who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including Grapevine, which a free newsletter and is available from their website.

<http://www.cafamily.org.uk/southwark>

The family information service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with: Registered childcare, including children's centres, child minders, nurseries, pre-schools, breakfast clubs, after school clubs and holiday play schemes.

http://www.southwark.gov.uk/info/200017/children_and_families/545/family_information_service

The information directory is for parents, young people and practitioners to look up services for children, young people and families, including parenting support, health care, money matters, law, support groups and activities

<http://cypdirectory.southwark.gov.uk/>

Monitoring arrangements

This policy and information report will be reviewed by Mr Coffey every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

You may also be interested in the following school policies which you can find on our website link below.

<http://stjosephsgeorgerow.org/>

Teaching and Learning Policy

Behaviour Policy

Safeguarding Policy

Assessment Policy

Equal Opportunities Policy

Inclusion Policy

Admissions Policy

Anti-bullying policy

Complaints Procedure