St Joseph's Catholic Primary School

SEND Information Report

Name of the Special education Needs/Disabilities Coordinator	Nicola Cassidy/Katy Arrowsmith (supported by Ann Gilfoyle)
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Mission Statement

St Joseph's Catholic Primary School is a welcoming Christ centred community where God's love is present in all that we think say and do.

Our school is a safe, happy place where every child is cherished, respected and valued. We inspire and guide each other to be the best we can be.

Through Christ's love, we embrace or sense of community, our faith, our children, our families and our opportunities to learn.

"Aspire not to have more, but to be more"

Saint Oscar Romero

SEND at St Joseph's Catholic Primary School

At St Joseph's Catholic Primary School, we celebrate the fact that every child is different. It follows therefore that their educational needs will also be different. This is particularly true for children who have Special Educational Needs or disability. The following gives you more information about Special Educational Needs at St Joseph's Catholic Primary School and how we can help your child.

St Joseph's Catholic Primary School is a mainstream primary school catering for children from 3 - 11 (N - Y6) with a Nursery. Quality teaching is vital; however, for some children there may be occasions when further additional support may be needed to help them achieve their targets.

Children's special educational needs are generally thought of in the following four broad areas of

Need and support

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

Statement of Inclusion:

The staff, pupils and governors of St Joseph's Catholic Primary School ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At St Joseph's, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential, irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

The school uses the No Outsiders approach to equality education ensuring that all children understand the protected characteristics through assemblies and HRSE lessons.

Admissions:

If the number of applications exceeds 15, a committee of Governors will meet to discuss each and every application in order to determine which children can be offered places at the school to commence their education during the next school year. It is the policy of the governors to admit children in the following order of priority, subject to available places:

1. Baptised Roman Catholic children who are looked after by the Local Authority and Roman Catholic adopted children who were previously looked after, including those Roman Catholic children who appear to have been in state care outside of England and who ceased to be in state care as a result of being adopted.

2. Baptised Roman Catholic children residing in the Parish of St Joseph's Wesham as it existed prior to amalgamation with the Parish of St. John the Evangelist (The Willows) Kirkham to become the Parish of the Holy Cross on 21ST July 2013

3. Baptised Roman Catholic siblings of existing pupils at the time of admission.

4. Baptised Roman Catholic children from the remaining part of the Parish of The Holy Cross.

5. Baptised Roman Catholic children with a **specific educational**, medical, social or emotional **need** which is relevant to the school and whose application is supported in writing by an appropriate authority (e.g. doctor or social worker).

6. Other Baptised Roman Catholic children resident outside the Parish of The Holy Cross

7. Non-Roman Catholic Looked After children and Non-Roman Catholic adopted children who were previously looked after, including those children who appear to have been in state care outside of England and who ceased to be in state care as a result of being adopted.

8. Siblings of existing pupils

9. Other children

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

At St Joseph's Catholic Primary School we closely monitor the progress of children through Pupil Progress Reviews held three times a year. We also assess children in KS1 and KS2 on a termly basis. This tracks reading comprehension, spelling, grammar and punctuation, maths and writing. In addition to this, pupil's attainment is tracked across non-core subjects and Phonics in the EYFS and Key Stage 1. Children in EYFS are assessed against the EYFSP throughout the year.

Teachers are responsible and accountable for the progress and development of pupils within their class; this includes where pupils access support from teaching assistants or specialist staff' (SEND Code of Practice 2015.)

Initially children not making appropriate progress will be highlighted through these reviews and progress monitored more closely. They will be part of intervention groups intended to close the gap between them and their peers. Teachers and staff will not wait for a Pupil Progress Review if they have concerns and will inform the Headteacher or SENDCO if they have any concerns who will look at the evidence and determine appropriate actions moving forward.

If a child is identified as still not making progress, the school will set up a meeting to discuss this with parents in more detail and to listen to any concerns they may have. We will then:

- Plan any additional support the child may need.
- Develop and share a Pupil Profile where necessary, and share with parents and provide a copy. This will be reviewed 3 times a year.
- Discuss with any referrals to outside professionals to support the child with parents.
- Parents will be asked to give permission for the school to refer a child to a specialist professional, e.g. The Additional Needs Team, SEND specialist teacher team or Educational Psychologist. This will help the school and parents to understand a child's particular needs better and be able to support them more effectively in school. The specialist professional will work with children to understand their needs and make recommendations as to the ways a child is given support. This will be fully shared with parents.

- The Code of Practice suggests that 'pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching'.

Throughout this process:

The Class Teacher is responsible for:

- Checking on the progress of children and identifying, planning and delivering any additional help they may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Personalised teaching and learning for children as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND
- Ensuring support staff are deployed effectively to support pupils with SEND.

The SENDCo: Miss Cassidy/Mrs Arrowsmith is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that parents are:
    i. involved in supporting their child's learning
    ii. kept informed about the support their child is getting
    iii. involved in reviewing how they are doing
- Liaising with all the other professionals who may be coming in to school to help support children's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of children's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Liaising with/managing TA's delivering interventions
- Preparation of paper-work, organising meetings, liaising with outside agencies.

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.

The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

What additional support is offered to the family in relation to accessing education and how does St Joseph's Catholic Primary School work in partnership with outside agencies to support pupils?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- The Headteacher has an open-door policy therefore support can be provided as well as advice.
- We work with a range of outside agencies dependent on the needs of the child. In doing this, we will share information about your child and involve parents in this process. We will use our partner's expertise to fully support their needs and this will be reviewed regularly against agreed outcomes.
- All information from outside professionals will be discussed with you with the person involved directly, by the TA or teacher working with your child, or where this is not possible, in a report.
- Pupil Profiles will be reviewed, with your involvement, every term.
- Homework will be adjusted as needed to your child's individual requirements.

Who can you talk to at St Joseph's Catholic Primary School if you think your child may have a special educational need?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo) Miss Cassidy/Mrs Arrowsmith
- The Headteacher can also be contacted to discuss any concerns.
- The school SEND governor can also be contacted for support.

What arrangements does the school make for consulting with children with special educational needs and disabilities about - and involving them in - their education?

When children are identified with additional needs they are asked to contribute to a Pupil Profile which identifies their strengths and needs.

Children complete their Pupil Profile with the class teacher or a TA where they include information relating to things that help them. Pupil Profile targets are shared with children and they and their parents are asked to comment on these three times a year when they are reviewed.

Pupil Profiles are shared with parents at the start of each academic year and reviewed with parents at parent's evenings. The views of the child are then included in the review and their opinions taken into account when setting new short-term targets. The class teacher or TA discusses progress towards targets with each child every term. Parents also receive a copy of each reviewed Profile. Information from assessments are also taken into consideration when assessing progress. Progress is discussed by teachers when providing feedback to pupils about their work.

How are children supported to ensure that their voice is heard and how do we engage children in both operational and strategic decision making?

Children with an Education Health and Care Plan (EHCP) complete paperwork for annual reviews either with a TA or the class teacher. In this paperwork they comment on what they see as their strengths and needs and their aspirations. Children are invited to attend their reviews and can decide for themselves whether they wish to attend. Their views are shared with the meeting and if they do attend everyone present comments on their progress over the year in a positive manner.

We further encourage children in our school to express their views which impacts directly on the operational and strategic decisions made. This can take the form of various surveys which are analysed by senior leaders and fed into the work that we do in addition to the role of the School Council who share ideas and make decisions to further improve the school.

What arrangements does the school make for consulting with the parents & carers of children with special educational needs and disabilities and involving them in their child's education?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have.

They will then:

- Plan any additional support your child may need, this will be documented in an assess, plan, do review document.
- Discuss with you any referrals to outside professionals to support your child.

How are the parents and carers of children and young people able to contribute their views, in relation to their aspirations & goals for their child the provision for them and how they can best be supported?

Parents are encouraged to contribute their views with regards to their children through parents meetings. The SENDCO is available every Tuesday afternoon up to December 2024 and then every other Wednesday from January 2025, should any parents wish to discuss their child's needs and aspirations. We listen carefully to parents being aware that they know their child best and are in an excellent position to offer guidance on their child's needs and how best to support their child. At St Joseph’s Catholic Primary School many of our children with additional needs work with TA's who meet regularly with parents and share information between school and home through various media.

How are the parents and carers of children informed of the progress you think they are making? And how do you gather their view of the progress they are making?

Parents receive a termly reviewed Pupil Profile which is reviewed after discussions with both parents and children. Parents views with regards to the progress their child is making are included on reviewed profiles and they are able to contribute new targets they feel are appropriate. Parent’s views are gathered at parent’s evenings and annual reviews.

For children with an EHCP parents are asked to complete advice prior to the annual review and this is then discussed at the review.

How are parents and carers supported to ensure that their voice is heard and how do we engage them in both operational and strategic decision making?

Parents are asked to complete review documentation and support is available in school should they wish. Parents can also receive support from SENDIAS the Lancashire support service for parents of children with SEND. Information and contact details can be found following the link below.

http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx 6

If parents need help completing paperwork and/or CAF documentation help is available from either the SENDCO or Learning Mentor. Teacher's and TA's who work with children with SEND are always available at the start and end of the day for a quick chat or appointments can be made for longer meetings.

How will the curriculum be matched to my child's needs and how does this help the child with special educational needs to make progress?

How does the school approach the identification of need and the matching of those needs to appropriate provision?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met:

- Support staff, under the direction of the class teacher, can adapt 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
- Teachers liaise with sports coaches to differentiate sports provision for pupils with SEND

At St Joseph's Catholic Primary School we see adaptation as part of every class teacher's role for every child in their class. For children with additional needs they may need extra support from a TA or need to work in a small group to access their learning.

We have an excellent team of teachers and TA's who work in our classrooms and they receive training on specific need as appropriate as well as general training on supporting children to access the curriculum.

We also have highly experienced TA's in supporting children on the Autistic Spectrum. We also have a qualified learning mentor who is available to support children throughout the day and at lunchtimes.

Our welfare staff also receive training on specific needs and are informed about any children with additional needs who may need extra support/understanding.

All children on our SEND register have an Assess, Plan, Do, Review document which sets out targets for the year, broken down into smaller termly targets. These targets are included in teacher's plans and TA's have dedicated time with children to work on their targets. Targets are all based around our PIVATs (Performance Indicators for Valued Assessment and Target Learning) assessments of children's achievements in both academic and PSHE areas. All targets are SMART and based on our detailed knowledge of each individual child.

Children's progress is also monitored through termly pupil progress meetings with the Headteacher and any children not making progress become part of teacher focus groups to ensure they do make progress.

Those children with additional needs in subjects are invited to join lunchtime "clubs" designed to help them diminish the gap between themselves and their peers.

Children with SEND are assessed using the PIVATs (Performance Indicators for Valued Assessment and Target Learning) system, which breaks down objectives into smaller steps. This allows the children to make progress which can be measured and also helps the teacher to set achievable targets for the children.

Through the use of PIVATs, teachers have a much clearer view of exactly what level our children with SEND are working at. It allows for accurate assessments of progress and informs the writing of Pupil Profiles. Targets for our children with SEND are planned based on a base line assessment of their current level on the PIVATs system. By using PIVATs we are able to use SMART Targets to on the PIVATs to ensure that the children can make small measurable steps to ensure continued progress and this will support them to be high school ready.

How accessible is the school environment?

- The school is fully compliant with EA requirements.
- The school is on one floor and is accessible to all.
- There is a slope for ease of access to the playground.
- There is an accessible toilet.
- There is a disabled parking bay.
- The school ensures that all extra-curricular activities are accessible for children with SEND.

What reasonable adjustments can be made around the buildings limitations?

The building is a disabled friendly environment. There are no steps up into a room. We would consider any reasonable adjustments to our buildings and will work with the relevant professionals to do so, however, there may be a limitation in terms of budget.

What equipment and facilities are routinely provided?

For those children who require additional resources such as sloping boards, special scissors, adapted cutlery, laptops etc. these are provided from within schools budget.

For more costly specialised equipment we apply to LCC for support to provide these resources. When deciding what resources we may need, we work in collaboration with parents, health professionals and specialist teachers to ensure we are procuring the right resources for that child.

How are the school resources allocated and matched to children's special educational needs and disabilities? How is the decision made about the type and quantity of support my child receives?

The school budget, received from Lancashire Local Authority, includes money for supporting children with SEN. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Head teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. In addition to this, there is a SEND Register.

Depending on the needs of a child support is allocated in a variety of ways:

- Some children have access to a 1:1 TA for part of the school day – covering those areas they have particular difficulty with.
- Some children work in small groups with the teacher or a TA.
- All children on a Pupil Profile have dedicated time with a TA to work on their targets.

The decision about how much support a child needs is influenced by our knowledge of the child and advice from professionals and parents.

If we feel a child needs additional support we will talk to parents to gather their views and seek advice/guidance from specialist services and start the CAF process and apply for an EHCP to secure additional funding to allow us to better support that child.

Ultimately the final decision with regards to additional funding lies with the Local Authority.

How will both you and I know how my child is doing and how will you help me to support their learning?

Through the use of PIVATs teachers have a much clearer view of exactly what level our children with SEND are working at. It allows for accurate assessments of progress and informs the writing of Pupil Profiles. Targets for our children with SEND are planned based on a base line assessment of their current level on the PIVATs system.

Parents receive a copy of their child's Pupil Profile at the start of the year and are invited to discuss their child's progress at parent's evenings. Parent's views are fed into the reviewed Pupil Profile and they receive a copy of this. Parents receive a final copy of the Pupil Profile with their child's report at the end of the year. It will have been reviewed 3 times and new targets added as appropriate.

At the start of each year the class teacher/TA sits down with each child and goes through the Pupil Profile with them, they complete information about the child and are asked to consider what they

think are appropriate targets. The class teacher/TA also reviews the Profile with the child and asks for their views on how well they think they are progressing towards meeting their targets

What opportunities are there for regular contact with parents/carers about things that have happened at our school?

School has an open-door policy and staff are available at the start and end of the day for a quick chat. Appointments can be made for longer meetings

School also uses a system called Class Dojo where parents are connected to the class and can contact the teacher and vice versa. This system is also used by the younger classes to share what has happened during the day.

How do you explain how learning is planned and delivered and how parents/carers help to support this at home?

Each class has a page on the school website where learning is shared. Class Dojo is also used as system to inform parents of what has happened at school and in particular classes.

The curriculum is available for parents to view on the website.

What training have the staff supporting children with SEND had or may they have? What specialist services or expertise are available at or accessed by the school?

All staff receive regular training and updates on the needs of children at school. For those staff supporting particular children they attend relevant training and also receive support from outside agencies working with the children, for example, staff have received training on ADHD and ASD as well as moving and handling. Senior leaders identify training based on the needs of the children in the school in order for it to be dynamic and purposeful.

Preparing for children coming to our school with additional needs?

For any child joining school with additional needs we liaise closely with parents and outside agencies to fully understand the needs and how to support them. Any relevant training e.g. moving and handling training would be undertaken. Visits to nurseries or their previous school would also be undertaken to gather a full picture of the child's needs. We are flexible in finding innovative ways to support transition into our school and are happy to find bespoke solutions to this.

What specialist staff do we have in our school?

Our SENDCO has completed the NASENCO award in Special Educational Needs.

We have staff are trained to deliver the Nessy dyslexia programme in school.

All teachers and TA's have received training on precision teaching.

Partnership Working

At St. Joseph's Catholic Primary School we have links with:

- Occupational therapists
- Physiotherapists
- Educational psychologists
- Speech therapists

- SEND Specialist Teachers
- The school nurse and health team
- Counselling services
- CAMHS
- Stepping Stones pupil Referral Unit (SEND support)

Strengths relating to our inclusion

Pupils with additional needs are, and feel fully part of our school and thrive in many ways.

Our SENDCo works tirelessly to ensure pupil's needs are met and maintains positive working relationships with a range of partners so that our pupils are supported by the correct professionals. The SENDCo is allocated sufficient time to complete their role.

PIVATs assessments ensure that pupil's achievements are recognised and that progress is planned for based on their needs.

Our environment supports pupils with disabilities.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is a smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit pre-schools with the EYFS teacher when appropriate.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Pupil Profiles will be shared with the new teacher.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child has a Statement of Educational Needs or an EHC Plan then a transition review meeting will be held early in Year 6 to discuss the next steps for your child and ensure a

clear plan for transition is in place. Parent Partnership are available to help parents with visits to possible high schools.

How will my child/young person be included in activities outside the classroom, including school trips?

All children regardless of ability are welcome and actively encouraged to join clubs and adjustments are made to ensure children can join if they wish.

We currently have a school football and netball club as well as clubs that are targeted at specific gaps and needs in the curriculum. We also have an eco-committee and school council (Earth Angels) which are open to all children to nominate themselves and Mini-Vinnies no election takes place all children can attend.

TA's may accompany children if they wish to join clubs.

School trips are planned inclusively taking into account the needs of those children who will be going. Parents are consulted on the trip if appropriate.

Our welfare staff are aware of children's specific needs and will support children as needed.

For children who need the additional support TA's are available to meet them at the start of the day and accompany them to meet parents at the end of the day.

What support will there be for my child's overall well-being?

How do you manage the administration of medicines and provision of personal care?

Children with medical needs all have a health care plan written in collaboration between home, school and the school nurse. These are reviewed annually.

All children with asthma have an inhaler in school. Inhalers are sent home at the end of the year to be checked by parents.

Any children requiring medicine intermittently throughout the school year complete an internal medicine form with details of medicine, dosage etc. Parents receive a record of medicine administered.

Children will be supported to take medicine by nominated school staff and medicines will be securely stored in the school office or medicine fridge in the staffroom.

How do you support behaviour, avoiding exclusions and increasing attendance?

We have a behaviour lead (member of the Senior Leadership Team) in school who is responsible for monitoring behaviour and looking for trends and patterns. If children's behaviour is considered unacceptable, they are involved in a restorative conversation.

We also make effective use of our links with Pear Tree, they come into school and offer support, guidance and intervention programmes to children at risk of exclusion. Training is also accessed for staff so that conditions are understood and a consistent approach is maintained to best support individual children.

Teachers have received *Attachment and Trauma Training* to help them focus and consider on the hidden messages from a pupils behaviour and the best approaches to it to support the child.

School can also access ELSA and counselling services for children experiencing behavioural difficulties to allow them the opportunity to talk through how they are feeling and reasons for behaviours.

Our Learning mentor supports children with behaviour needs and is available at lunchtimes to provide targeted support as necessary.

How do we ensure the safety of the children with special educational needs? Does the school specifically report on issues of bullying specifically against children with special educational needs? How do you prevent bullying of children with special educational needs?

The school has robust anti-bullying systems for all children, including those with additional needs. CPOMs is completed with Bullying Related Incident tagged. This is received by a member of the Senior Leadership Team and is fully investigated. In the instance of confirmed bullying, the school's Behaviour Policy will be used and parents informed with direct work completed with the victim and perpetrator. The school keeps a record of all incidents of bullying and these are reported to the Governing Body termly. Through our curriculum, we work on preventing bullying and encourage pupils to report it. This supports children with special educational needs.

How do children with special educational needs contribute to all parts of our school's life, including school councils, Class Reps, or roles of responsibility?

All children regardless of disability are encouraged to join the Earth Angels & mini-Vinnies and put themselves forward for membership of the school council.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow the structured Ten Ten programme for RSHE (Relationships, Social, Health and Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer support from our Learning Mentor as well as:

- Social groups delivered by trained teaching assistants.
- Support in class through structured Individual Behaviour Plans.
- Support at lunchtime through designated individuals of the Welfare Staff.

If your child still needs extra support, with your permission the SENDCo will access further support, for example from CAMHS.

We recognise that pupils with SEND can be vulnerable and all staff at the school have up to date safeguarding training and a working knowledge of Keeping Children Safe in Education (2023).

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Analysis of the achievements of children on the SEND register is presented to governors every term. Progress in terms of PIVATs points progress is analysed as well as progress from starting points each academic year.

The views of parents of children with SEND are very positive. There is an annual SEND action plan which is reported to the SEND governor at the end of the year.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting their families?

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's needs. Agency involvement includes:

- Educational Psychologist (EP)
- EP Cluster
- Occupational Therapist
- Speech and Language Therapist (SALT)
- Physiotherapist
- CAMHS
- School Nurse
- Attendance Officer
- Counselling Services are accessed dependent on the needs of our children at any one time in the school.

What arrangements do you make in relation to the treatment of complaints from children and their parents/carers with special educational needs concerning your provision made?

The first point of contact for parents/carers who have concerns relating to the provision their child is receiving is to discuss the concern with our SENDCo, Mr Burton. We view parents/carers as our partners and we will endeavour to resolve the concern informally and in a timely manner to ensure that the pupil concern receives the best provision.

Should this action not resolve concerns then the second point of contact is to make an appointment with the Headteacher, Mrs Freeman. A letter of concerns could also be provided. Mrs Freeman will aim to resolve any concerns or complaints speedily and in a transparent way. This may take up to 20 working days to resolve a complaint at the informal stage.

In the unlikely event that the Headteacher is unable to resolve the complaint, then the parent/carer should write to the school's SEND Governor (details are on the school website www. .st-josephs-kirkham.lancs.sch.uk) care of the school office marking the envelope with the governor's name clearly labeling it as 'Private and Confidential'. The nominated governor will respond within 20 working days allowing time for the complaint to be fully investigated. The outcome will be communicated to the complainant via letter.

Finally, an appeals stage will commence where the Complaints and Appeals Committee of the Governor Body will hear the complaint. Complaints at this stage should be put in writing to the Clerk to the Governing Body.

Information about the schools complaints procedure can be found on the school website click here.

Where can I find the contact details of support services for the parents of children/young people with SEND?

There are several services which offer support to families of children with SEND. These include:

The Lancashire Family Information Service (FIS) which aims to provide quality, accessible and impartial advice and guidance on a full range of childcare and family support services, resources and issues led by the needs of children and their families, carers, employers, professionals and local and national government and their agencies. Information and advice is available via their helpline on:

0800 195 0137 or by email: LancsFIS@lancashire.gov.uk

The SEND Information Advice and Support Service also provides help and guidance for families they can be found following the following link: http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/impartiality-policy.aspx

Where can I find information on where the local authority's local offer is published?

Our Local Offer - The information in this report feeds into Lancashire County Council's local offer, which details support, opportunities and services available to children and young people in their area who have SEND. It also feeds into the school's local offer which is available on our website at www.st-josephs-kirkham.lancs.sch.uk

Lancashire County Councils Local Offer at http://www.lancashire.gov.uk/send