

Local Offer

At St Joseph's we provide a broad and balanced curriculum that is differentiated to meet the needs of all pupils, including those pupils who have additional needs. Pupils with additional needs are identified during the transition process in year 6. In addition pupils' literacy and numeracy skills are assessed when they join us in year 7. We use classroom observations, progress data from subject teachers and discussions with parents and outside agencies to monitor needs and progress throughout all year groups.

Children may have Special Educational Needs throughout, or at any time during their school career. All teachers take into account in their planning a pupil's special educational needs and the provision made, therefore, enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

Support

Following the introduction of the new SEND Code of Practice in September 2014, we have reviewed all aspects of our practice to ensure that all pupils who require additional support receive appropriate help. Support staff are deployed in the following ways:

- Pupils are supported in curriculum areas. Support staff work alongside teaching staff to differentiate work and support the pupil to access the curriculum. The primary focus is to develop pupils' core skills including numeracy and literacy.
- Some pupils with specific additional needs such as dyslexia and autism may be offered 1:1 structured intervention programmes to meet their needs. We aim to work closely with subject staff to ensure that their needs in the classroom are met through developing materials in class and creating a learning environment to promote learning and progress.
- Senior support staff deliver small group interventions in KS3 to develop literacy and numeracy skills to those pupils who have not reached expected levels in basic literacy and numeracy skills.