



St. Joseph's Catholic Primary School SEND Information Report

Approved by:	Date:
Last reviewed on:	March 2024
Next review due by:	March 2027

Contents

Contents	1
1. What types of SEN does the school provide for?	2
2. Which staff will support my child, and what training have they had?	Error! Bookmark not defined.
3. What should I do if I think my child has SEN?	3
4. How will the school know if my child needs SEN support?	3
5. How will the school measure my child's progress?	4
6. How will I be involved in decisions made about my child's education?	4
7. How will my child be involved in decisions made about their education?	5
8. How will the school adapt its teaching for my child?	Error! Bookmark not defined.
9. How will the school evaluate whether the support in place is helping my child?	6
10. How will the school resources be secured for my child?	7
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?	7
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	7
13. How does the school support pupils with disabilities?	7
14. How will the school support my child's mental health and emotional and social development?	7
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	8
16. What support is in place for looked-after and previously looked-after children with SEN?	8
17. What should I do if I have a complaint about my child's SEN support?	Error! Bookmark not defined.
18. What support is available for me and my family?	9
19. Glossary	9

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, read our SEND policy which can be found on the school website. You can ask a member of staff to make a copy/send you the policy. **Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	ASD
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

All teachers in school are responsible for the teaching and learning of pupils with SEND. This is overseen by the SENCo who supports teachers to ensure that the pupils have the correct provision to be able to achieve their full potential. Specific provisions will be delivered by fully trained teaching assistants or specialist teachers. For pupils who require a high level of support and supervision, this will be provided by all the adults in the class.

Our Special Educational Needs Co-ordinator (SENCO)

The SENCo at ST Joseph's catholic Primary School is Miss North. Miss North is an experienced teacher and leader, who has worked as a SENCo across four different schools. As well as having worked across different schools as a SENCo, Miss North has also previously worked in a specialist school for pupils with severe learning difficulties and profound, multiple learning difficulties. Miss North holds the National Award in Special Educational Needs Co-ordination (NASENCO).

External Agencies and Experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Specialist teachers

The SENCO meets with the LA Inclusion Partner and Educational Psychologist on a termly basis to review and develop provision at St Joseph's for pupils with SEND.

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher. You can do this by making an appointment via the school office. They will pass the message on to our SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via the school office.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include day to day learning tasks or through standardised tests.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

4. How will the school know if my child needs SEN support?

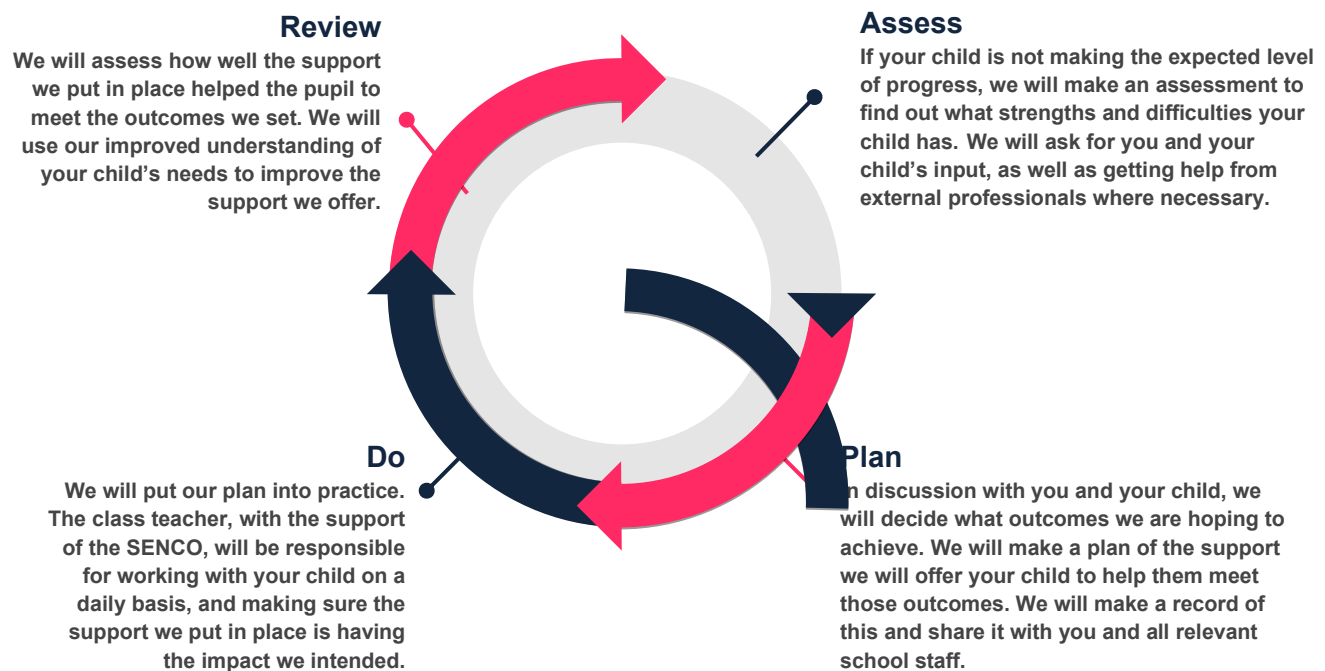
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician (with consent from the parent or carer).

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision. If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN One Plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly updates on your child's progress towards targets on their One Plans. This can be arranged as a separate meeting or during the parents evening appointment. Your child's class teacher will meet with three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

6. How will I be involved in decisions made about my child's education?

The SENCO may also attend these meetings to provide extra support. We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

8. How will the school adapt its teaching for my child?

Our curriculum is adapted so that all pupils can achieve. Where it is purposeful for the pupil, they will complete the same learning as their peers with different supports and scaffolds to achieve this. For a small amount of pupils, who typically have complex needs, they will learn through a personalised curriculum as this will ensure that they make progress in their learning. Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt how we teach, to suit the individual ways pupils learn best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- › Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- › Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Examples of the types of support we offer are outlined in the table below:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Now and Next Board
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Dyslexia friendly font Number visuals
	Moderate learning difficulties	Personalised learning
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	ASD	Personalised learning Quiet working areas Now and Next Board
Sensory and/or physical	Hearing impairment	Use of Radiowave Ensuring that pupils are seated appropriately in the classroom.
	Visual impairment	Braille machine Touchtype machine Travel training
	Physical impairment	Accessible environment Adaptive aids as needed. Adapted PE lessons and access to sports activities.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 – 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Additional adult support
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. If funding is needed, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils. Where staffing allows, pupils may be able to access our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips. A risk assessment will be completed and if the trip or residential can be safe to access, pupils will be welcome. Where a trip or residential cannot be made safe, we may ask parents to accompany the pupil or provide a personalised version of the trip/residential or change the trip/residential venue.

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 and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- › If your child has an EHCP, then the parents must apply for a place at our school via the SEN Department at the Local Authority.
- › If your child has a SEND need, you can apply for a place via the Local Authority Admissions Team.
- › Please see our school admissions policy for how we ensure that the admissions criteria is adhered to.

13. How does the school support pupils with disabilities?

- › All pupils have equal access to the learning and enrichment opportunities in school.
- › We work closely with specialist teachers to ensure the best access for pupils.
- › Within our school, we have a sensory room which is used by a range of pupils.

14. How will the school support my child's mental health and emotional and social development?

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

- › Pupils with SEN are encouraged to have responsibilities.
- › We provide extra pastoral support for listening to the views of pupils with SEN by employing a specialist wellbeing TA.
- › We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Moving up to the next class

To help pupils with SEND be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- › Practising with a secondary school timetable
- › Learning how to get organised independently
- ›

16. What support is in place for looked-after and previously looked-after children with SEN?

The SENCO will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Follow the school's complaint procedure. Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy. If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#). If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or think you need more help and support, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Essex County Council's Local Offer [here](#).

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations is [Essex SEND IASS](#):

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

19. Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- > **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- > **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- > **CAMHS** – child and adolescent mental health services
- > **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- > **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- > **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- > **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- > **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- > **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- > **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- > **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- > **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- > **SENCO** – the special educational needs co-ordinator
- > **SEN** – special educational needs
- > **SEND** – special educational needs and disabilities
- > **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- > **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- > **SEN support** – special educational provision which meets the needs of pupils with SEN
- > **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

