St Joseph's Catholic Primary School & Pre School

'Following St Joseph, we grow closer to Jesus through our hard work, perseverance and kindness'

SEND Information Report
2026-2027

This document aims to provide parents/carers with the information they need to understand how their child's needs will be met by both the school, and also by the Local Authority and Specialist Support Services. On our SEN page of the school website, there is a glossary to explain some of the terms used, as well as the main people responsible for SEND (Special Educational Needs and Disability) provision within the school and externally. St Joseph's is a vibrant and ambitious learning community. The children learn in a warm and nurturing environment that enables them to make good progress, achieve high standards academically and to develop and mature into young people who are ready to take their place in the world and achieve their full potential. We are very proud of the happy and caring atmosphere that permeates through our school, and believe that the key to our success is the quality of relationships and the high levels of care that exists between all members of the school community, which is rooted in the values of living life through Christ and following St Joseph.

All Special Educational Needs and Disability (SEND) provision is overseen by the Principal Mrs Emma Brocklesby and coordinated and managed by the Special Educational Needs Coordinator (SENDCo) Mrs Price.

Contact:
Principal: Mrs Brocklesby ebrocklesby@emmausmac.com
SENDCo: Mrs Price jod_office@emmausmac.com
School office: 01905 773572 jod_office@emmausmac.com

Our school currently provides additional and/or different provision for a range of needs, including: ·

- Communication and interaction e.g. Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties
- Cognition and Learning e.g. dyslexia, dyspraxia, dyscalculia
- Social, Emotional and Mental Health difficulties e.g. Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs e.g. visual impairments, hearing impairments

Identifying pupils with SEND and assessing their needs

SEN pupils are identified using The Code of Practice 2015

In order to identify pupils with SEN and assess their needs 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 skills.

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

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/carers. We will use this to determine the support that is needed and whether we need to involve any outside agencies to provide additional guidance and support.

Special educational provision should be matched to the child's identified SEN. Children's SEN 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

These areas give an overview of the range of needs that we should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. The special educational provision made for a child will always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation.

The following are not SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

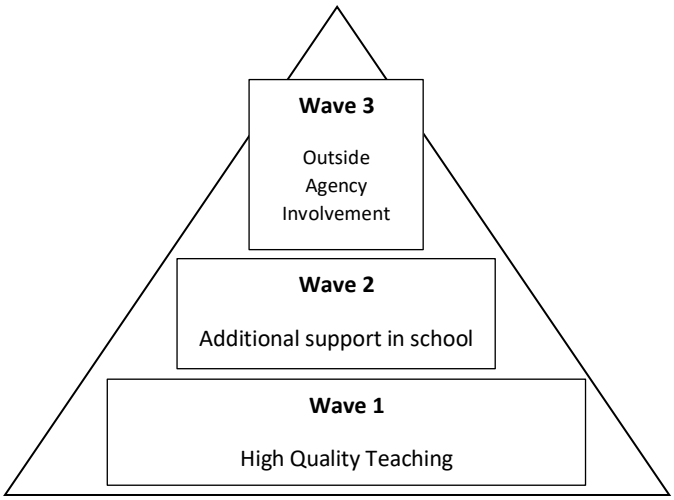
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need that we will be able to recognise and identify clearly through our knowledge of each child.

Our approach to teaching pupils with SEN

High Quality Teaching and additional interventions are defined through regular, open dialogue across the school contributing to our provision management approach. This helps us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about High Quality Teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

The SEN Code of Practice (2015) identifies pupils as having SEN if they do not make at least expected progress once they have had High Quality Teaching and additional support. Pupils will then be placed on the school's SEN register. As part of the Assess, Plan, Do, Review cycle outcomes and targets will be identified. Strategies, support and interventions will then be discussed with parents/carers, pupils and teachers.



Strategies may include:

- Providing different learning materials, resources or special equipment
- Introducing group/individual support within class.
- Staff training to introduce effective strategies to support particular needs.
- Staff training to develop targeted intervention programmes.
- Consulting specialists to advise on effective provision for these students who, despite support, continue to have prolonged difficulties.

Class/ subject teachers will monitor pupils with SEN support as part of their ongoing day-to-day practice.

The effectiveness of the support and intervention and their impact on the pupils progress will be reviewed on a termly basis by the teacher in consultation with the pupil and parent/carer.

For a small minority of pupils who may have very complex needs, the school or parents/carers may consider requesting an Education Health Care Plan Assessment.

The EEF 'Five-a-day' Principle

As part of our commitment to provide the highest quality teaching to all our pupils, we have adopted the EEF 'Five-a-day' principle in our teaching across the school. This is a useful way for all teachers to consider how to support children in day-to-day practice but is used best when approaches have been selected to meet individual needs.

The EEF 'Five-a-day' principle to support pupils with SEND, taken from their 'Special Educational Needs in Mainstream School's' guidance report, is illustrated in the following diagram:



Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers 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 difficulty
- We take into account the parents/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

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

The Worcestershire Local Offer is available on the school website and we encourage parents/carers to make reference to it as a source of information.

St Joseph's recognises the need for school and parents/carers to work alongside each other for the benefit of the children. Parents/carers are able to meet with the SENCo and class teachers to discuss the needs of their child. The school may seek support for families from the Early Help Hub if this is required. If an outside agency is asked to work with a child, there is always the opportunity for parents/carers to have a discussion with the worker first to share their concerns and any reports and recommendations are always discussed with the parents/carers.

Children with additional needs are eligible to sit any external tests (SATs) if they are working within the required levels. The needs of these children are carefully considered to ensure they have access to the test appropriate to them.

Careful consideration is made when the children move from class to class, across key stages or to another school. The teacher's liaise with their colleagues to ensure all information about an individual's needs are shared. Learning plans and pupil passports will be shared with staff working with children on the SEND register. A transition plan may be devised to ensure the children feel safe, secure and supported when moving from one setting to another.

Assessing and reviewing pupils' progress towards outcomes

We follow the Graduated Response and the four-part cycle of **Assess, Plan, Do, Review**.

The Graduated Response:

Underpinning ALL our provision in school is the **Graduated Response** cycle of:



At St Joseph's all teachers are teachers of Special Educational Needs. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. We also carefully track and review the progress of all pupils through pupil progress meetings with the class teacher, SENCo and principal.

Through high quality teaching, appropriate provision is made for all pupils. Pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention, adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual Special Educational Needs is the first step in responding to pupils who have or may have SEN. We know that additional intervention and support cannot compensate for good quality teaching. 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 progress and attainment tracked at Pupil Progress meetings
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part

cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Response. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school approach to pupil progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services. At St Joseph's we take seriously any concerns raised by a parent. These are recorded and compared to our own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them if the parents/carers agree.

Plan

Where it is decided to provide a pupil with SEN support, parents/carers will be formally notified, although they should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo will agree in consultation with the parent/carer and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. 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. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Parents/carers should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. We aim to give parents/carers clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Parents/carers of children on our school SEND register will be invited to attend three additional meetings each academic year with the class teacher, to review and set new targets. If a child who has been receiving SEN support manages to close the gap and the need is no longer there, with parental consultation, they may be taken off the register.

Supporting pupils moving between phases and preparing for adulthood

We aim to make times of transition as easy as possible for all children.

Prior to pupils entering Reception Class we:

- meet each child and their parents/carers during a home visit to talk about their child's needs and answer any questions about school.
- hold a New Intake evening for parents/carers

When pupils move to a new class we:

- hold a 'transition morning' to introduce the child to their new teacher, classroom and routines/expectations
- discuss needs with the previous teacher at a handover session when all relevant information is passed onto the new teacher so they are fully aware of any specialised requirements for each child.

When pupils move to secondary school we:

- arrange an induction session at the new school
- liaise with SENCo of the receiving school
- ensure all assessment and other information is handed over to enable the new school to prepare

Additional transition visits, accompanied by school staff, can be arranged in order to support familiarisation with the school and new staff. If a pupil has an Education Health and Care Plan the Secondary SENCo will be invited to their Y6 annual review to ensure the new school is aware of the pupil's individual needs. When pupils move to secondary school, special needs records and details of individual requirements will be discussed and passed on to the Secondary SENCo.

Additional support for learning

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Each class has teaching assistants who support the class teacher to ensure the High Quality provision within classes. Teaching assistants are used in a variety of ways: to lead intervention groups, to pre-tutor, to revisit any misconceptions to name a few. Reception class operates a free flow system.

Additional provision such as 1:1 adult support is offered to help pupils with specific needs or those with an EHC Plan meet the targets outlined on their plans.

The Scaffolding Triangle



Expertise and training of staff

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school in the following areas:

- Adaptation
- Fine Motor Skills
- Phonics
- Reading
- Lego Therapy
- Emotional Literacy Support (ELSA)
- Speech and Language
- Social Skills
- Listening Skills
- Forest School
- Trauma

Key members of staff also work alongside the speech therapist to deliver specific targets set out be the therapists. We have established intervention groups based on the needs of the pupils and the expertise of our staff.

Securing specialist expertise

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, the school will engage with relevant external services.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly

In all instances the pupils and their parents/carers will be kept fully involved in the process.

We work with the following agencies to provide support for pupils with SEN:

- Learning Support Team
- Speech and Language Therapy (SALT)
- Outreach Team
- Occupational Therapy
- Behaviour Support Team
- Complex Communication Team
- Educational Psychologist
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Where there are concerns, a risk assessment is carried out to ensure the safety of all pupils for trips and visits.
- All pupils are encouraged to go on our residential trip to The Pioneer Centre.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc. if it is safe and appropriate for them to do so.

Requesting an Education, Health and Care Needs Plan

The support for our SEN pupils will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite us having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents/carers might consider requesting an Education, Health and Care needs, statutory assessment. This may result in an Education, Health and Care Plan being put into place by the local authority. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. In order to inform its decision, Worcestershire Local Authority will expect to see evidence of the action taken by St Joseph's as part of SEN support. Information will be gathered relating to the current provision provided, action points that have been taken and the outcomes of targets set. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an Education Health Care Plan.

Further information about Education Health Care Plans can be found via the Worcestershire SEND local offer assessments page:

http://www.worcestershire.gov.uk/send

Following Statutory Assessment, an Education Health Care Plan will be provided by Worcestershire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in producing and developing the plan. Parents/carers have the right to appeal against the content of the Education Health Care Plan. Once an Education Health Care Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and pupil. The annual review enables provision for the pupil to be evaluated and where appropriate, for changes to be put in place, for example reducing or increasing levels of support.

Managing Pupils' Needs

Pupils with SEN will be given access to the curriculum through High Quality Teaching, targeted interventions and support, and specialist SEN provision provided by the school. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible the SENCo will consult with the child's parents/carers for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided in school. Staff members are kept up to date with teaching methods which will aid progress of all pupils including those with SEN.

In class, provision and support are deployed effectively as part of High Quality Teaching. The curriculum is differentiated to either support or extend pupils in their learning. We use small group interventions or individual support is available where it is felt pupils would benefit from this provision. We use evidence based, high impact interventions to support our learners close gap sin their learning. We adapt our resources and staffing. We use recommended aids such as laptops, coloured overlays etc.

Together with pupils and parents/carers we aim to set appropriate individual targets that motivate pupils to do their best. Where the child has been placed on the SEN Register as SEN Support or has an Education and Health Care Plan, we currently use My Plans to set and monitor the targets, provision, strategies and the resources used. All teachers are encouraged to use SMART targets. SMART stands for Specific Measurable, Attainable, Relevant, Time constrained. We know that targets require constant monitoring and revising, if necessary, to remain valid and meaningful.

Support for pupils with disabilities

- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- We will encourage full participation by everyone in our school activities
- Compliance with legislation is consistent with the school's aims, Equal Opportunities Policy and the operation of the school's Special Educational Needs (SEND) Policy
- Our Admissions Policy does not discriminate against a disabled child
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

Support for improving emotional and social development

PASTORAL

We recognise that pupils with SEND can sometimes experience a range of social and emotional challenges. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching, we offer a range of interventions to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex and therefore we seek to ensure the provision we offer in this regard is highly personalised and generated through discussion with pupils and their families.

PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups/siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. circle times). At other times this takes a more general form, such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school.

BULLYING

The school holds a clear position on bullying and all pupils are taught to distinguish bullying from isolated acts of unkindness. There is a range of assemblies and whole school events linked to anti bullying and class teachers are vigilant in monitoring behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

Complaints about SEN provision

Refer to school complaints policy. Parents/carers can access impartial advice from Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS) http://www.worcestershire.gov.uk/cms/parent-partnership.aspxFor further concerns parents/carers can contact SEN Services: SEN@worcestershire.gov.uk for mediation services

Local Authorities are required to set out and publish a 'local offer'. This will explain how they will work with parents/carers, children, young people, local schools and colleges, as well as other agencies such as Health Services. The hope is that this will encourage a joined-up process when delivering services for mainstream and disabled children and young people. The Worcestershire Local Offer can be found at: http://www.worcestershire.gov.uk/sendlocaloffer

Monitoring arrangements

This information report will be reviewed by the principal **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 body.