

St. Joseph's R.C. Primary School



SEND Information Report ***2026-2027***

Our Catholic ethos and commitment to inclusion

At St Joseph's Catholic Primary School and Nursery, our Catholic faith and values are at the heart of everything we do. We believe that every child is a unique and precious child of God, with individual gifts, strengths and potential.

We are committed to an inclusive education in which every child feels welcomed, valued and able to participate fully in the life of our school. We recognise that children learn and develop in different ways and that some children may require additional or different support during their time with us.

Our aim is to identify needs as early as possible, remove barriers to learning and participation, and work closely with children, families and professionals so that every child can flourish academically, socially, emotionally and spiritually.

This report explains what families can expect from St Joseph's if their child has, or may have, special educational needs and/or disabilities (SEND).

What do we mean by SEND?

A child or young person has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them. The SEND Code of Practice describes four broad areas of need:

The four broad areas of need

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Children's needs may overlap and may change over time. Our approach therefore begins with the individual child: their strengths, needs, experiences and what helps them to learn and thrive.

How do we identify children who may have SEND?

At St Joseph's, identifying need is an ongoing process rather than a single assessment. Class teachers continually monitor children's progress, attainment, development and wellbeing.

Concerns may arise through teacher assessment and observation, discussions with parents and carers, pupil voice, information from previous settings or professionals, or where a child is not making expected progress despite appropriate teaching and support.

Where a concern is identified, the class teacher considers the child's strengths and barriers to learning and discusses these with parents and, where appropriate, the SENDCo. Slow progress or lower attainment does not automatically mean a child has SEND, and a child may have SEND even when attainment is broadly age appropriate. We seek to understand the whole child and the factors affecting learning, communication, development, wellbeing or participation.

What should I do if I am concerned about my child?

Parents and carers know their children best and their views are an important part of identifying and meeting need. If you have concerns, please speak initially with your child's class teacher.

Where appropriate, the class teacher will involve our SENDCo, Mrs. Imogen Gurney. Parents can arrange an appointment through the school office. You do not need to wait for a formal diagnosis before discussing concerns or before appropriate support can be considered.

How do we support children with SEND?

The starting point for all pupils is high-quality, inclusive teaching. Class teachers remain responsible for the progress and development of every child in their class, including pupils receiving additional intervention or support.

Where a child requires provision that is additional to or different from that ordinarily available, we follow the graduated approach: Assess – Plan – Do – Review. We assess strengths and needs, plan outcomes and provision, put support into place and review whether it is making the intended difference. This cycle is repeated and adapted in response to progress and changing need.

Individual Provision Maps (IPMs)

Children receiving SEN Support may have an Individual Provision Map (IPM). An IPM identifies the child's strengths and needs, intended outcomes, provision and reasonable adjustments, targeted interventions, responsibilities and how impact will be evaluated.

At St Joseph's, IPMs are reviewed half termly. This enables us to evaluate progress, consider the impact of support and decide whether provision should continue, change, increase or reduce. The views of children and their parents or carers are an important part of this process.

What additional provision might my child receive?

Provision is matched to individual need rather than determined simply by a diagnosis or label. Depending on need, provision at St Joseph's may include:

Examples of targeted provision

- Badger Sentence Writing
- Talk Boost
- 1-to-1 tutoring
- Targeted emotional regulation sessions, such as ELSA-type work, delivered regularly by a trained member of staff.
- Fine and gross motor interventions, such as targeted handwriting, pencil control, coordination or physical development activities
- Pre-teaching of vocabulary, concepts or curriculum content
- Overlearning and opportunities to revisit and consolidate key skills
- Targeted literacy and numeracy teaching
- Speech and Language Therapy (SaLT) programmes

- Targeted, specific teaching delivered by a specialist teacher
- Small-group or individual teaching
- Individualised visual support, such as now-and-next boards, visual timetables, choice boards and personalised prompts
- Support for social communication, emotional regulation or wellbeing
- Additional adult support where appropriate
- Supported social interaction and structured play, with an adult helping the child to negotiate, compromise and manage disagreements.
- Access to alternative activities or environments when the main classroom environment becomes overwhelming.
- Additional opportunities for movement, sensory input or food breaks where these have been identified as helping the child to remain regulated and engaged
- Movement or sensory programmes, planned around the child's individual sensory and physical needs

Intervention complements, rather than replaces, high-quality classroom teaching. Our aim is to help children develop skills, confidence and independence so that they can participate successfully alongside their peers.

How do we know whether an intervention is working?

Targeted provision has a clear purpose and intended outcome. Impact may be evaluated through assessment information, children's work, observation, progress towards IPM outcomes, teacher feedback, pupil voice and discussion with parents.

At each half-termly IPM review we consider: What difference has the provision made? Has the child progressed towards the intended outcome? What does the child tell us is helping? Should provision continue, change or come to an end?

How do we adapt teaching and the curriculum?

We want children with SEND to experience an ambitious, broad and balanced curriculum alongside their peers. Teachers adapt teaching according to children's strengths and needs. This may include breaking learning into smaller steps, additional modelling, scaffolding, visual prompts, adapted recording methods, pre-teaching, overlearning, additional processing time, assistive resources or technology, environmental adjustments and targeted adult support.

Adaptations are intended to remove barriers while maintaining high expectations.

How are children involved?

We believe children should have a voice in the support they receive. Children are encouraged to talk about what they enjoy, what they are good at, what they find difficult and what helps them learn. Pupil voice forms part of our SEND review process and is gathered in ways appropriate to each child's age, development and communication needs.

As children develop, we want them increasingly to understand themselves as learners, recognise helpful strategies and develop confidence in expressing what they need.

How are parents and carers involved?

We value parents and carers as partners. Families know their children in ways school cannot, and sharing this knowledge helps us build a fuller picture of a child's strengths and needs.

Parents and carers may be involved through conversations with class teachers, SENDCo meetings, half-termly IPM reviews, meetings with specialist professionals and, where applicable, Education, Health and Care Plan (EHCP) reviews. We aim for communication to be open, constructive and focused on achieving the best possible outcomes for the child.

How do we work with specialist professionals?

Sometimes a child requires expertise beyond that which is ordinarily available within school. Where appropriate, and with parental involvement and consent where required, St Joseph's may seek advice or support from services such as Speech and Language Therapy, Educational Psychology, specialist teachers, Occupational Therapy, Physiotherapy, health professionals, mental health and wellbeing services, local authority SEND services and other relevant professionals.

Recommendations from professionals are incorporated into classroom practice and/or the child's IPM where appropriate. For example, where Speech and Language Therapy provides a programme, trained school staff may deliver recommended activities and monitor the child's response and progress.

How do we support social, emotional and mental wellbeing?

A child's wellbeing, sense of belonging and emotional development are fundamental to learning. Within our Catholic community, we aim to ensure that every child feels known, valued, safe and included.

We recognise that behaviour may sometimes communicate an underlying difficulty or unmet need. Where concerns arise, we seek to understand what a child may be communicating and identify appropriate support and reasonable adjustments. Support is matched to need and may include a trusted adult, emotional literacy and regulation support, social interaction or friendship support, environmental adaptations and involvement from external professionals where appropriate.

How do we evaluate the effectiveness of SEND provision?

The effectiveness of SEND provision is monitored through half-termly IPM reviews, progress towards individual outcomes, attainment and progress information, evaluation of interventions, observations and children's work, pupil voice, parent/carer feedback, staff feedback, SENDCo monitoring, specialist recommendations and wider indicators such as engagement, independence, wellbeing and attendance where appropriate.

The SENDCo monitors provision across the school and works with teachers, senior leaders and governors to identify strengths and priorities for development. A termly SEND report is provided to governors to support strategic oversight.

Education, Health and Care Plans (EHCPs)

The needs of most children with SEND can be met through high-quality teaching and SEN Support. For a smaller number of children with more complex or significant needs, an EHC needs assessment may be considered.

Where appropriate, we work closely with families, Herefordshire Council and relevant professionals throughout this process. Where a child has an EHCP, we work to deliver the educational provision specified within the plan and contribute to the statutory annual review process.

How do we support transitions?

We recognise that change can be particularly significant for some children with SEND. We plan transitions according to individual need, including entry to Nursery or Reception, movement between year groups, joining from another school, leaving St Joseph's and transfer to secondary school.

Additional arrangements may include extra visits, opportunities to meet key adults, photographs or visual information, transition booklets and meetings between parents, current staff and receiving staff. Relevant information about needs, successful strategies and provision is shared carefully to support continuity.

Inclusion in the wider life of St Joseph's

We aim for pupils with SEND to be fully included in the Catholic life and mission of the school, collective worship, educational visits, sporting opportunities, clubs, performances, celebrations and enrichment activities.

Reasonable adjustments are considered according to individual need so that children can participate safely and meaningfully alongside their peers.

Disabled pupils, accessibility and admissions

St Joseph's is committed to ensuring that disabled pupils are not treated less favourably than other pupils. We make reasonable adjustments according to individual need and consider access to the curriculum, the physical environment, information, resources, equipment and school activities.

Admission arrangements are applied in accordance with the school's published admissions arrangements and relevant equality and SEND legislation. Further detail about improving access for disabled pupils is set out in the school's Accessibility Plan, available on the school website.

Supporting pupils with medical conditions

Some pupils may have medical conditions that affect their access to education. Where appropriate, we work with families and health professionals to ensure suitable arrangements are in place. A child with a medical condition may also have SEND, in which case provision is coordinated so that their educational and health needs are considered together.

Staff expertise and training

The SENDCo supports colleagues in identifying and meeting pupils' needs and in developing inclusive practice across the school. Staff training is planned in response to the needs of pupils, emerging priorities and school improvement work.

Where specialist knowledge is required, the school seeks advice, training or support from appropriate external professionals and services. Recommendations are shared with relevant staff and incorporated into provision where appropriate.

Herefordshire SEND Local Offer and independent advice

Herefordshire Council's SEND Local Offer brings together information about education, health, social care and other support available to children and young people with SEND and their families.

Families can also access Herefordshire SEND Information, Advice and Support Service (SENDIASS), which provides free, impartial and confidential information, advice and support about SEND.

Please see the school website SEND page for current links and contact details for the Local Offer and SENDIASS.

What if I am unhappy about SEND provision?

We want parents and carers to feel comfortable raising concerns at an early stage. In the first instance, please speak with your child's class teacher and/or the SENDCo. If concerns remain unresolved, they can be raised with the Headteacher.

Where a concern cannot be resolved informally, parents and carers may use the school's published Complaints Policy. Independent SEND information, advice and support is also available through SENDIASS.

Related school policies and information

This report should be read alongside relevant school documents, including the SEND and Inclusion Policy, Accessibility Plan, Admissions arrangements, Behaviour Policy, Safeguarding and Child Protection Policy, Complaints Policy, Equality information and objectives, and Supporting Pupils with Medical Conditions Policy.

Working together

At St Joseph's, inclusion is not simply about providing additional support. It is about creating a school community in which every child is known, valued, challenged and supported to flourish.

Our approach is guided by four questions:

What are this child's strengths and needs?

What are the barriers to their learning or participation?

What can we do to remove those barriers?

Is the support we are providing making a difference?

By working together, we aim to ensure that every child is given the opportunity to grow in confidence and independence, experience success and fulfil their God-given potential.

Reviewing this report

This SEND Information Report is reviewed annually and updated during the year when significant changes are made to SEND provision.

Next scheduled review: September 2027

Key contacts

SENDCo	Mrs. Imogen Gurney
School	St Joseph's Catholic Primary School and Nursery The Avenue, Walford Road Ross-on-Wye Herefordshire HR9 5AW
School office	01989 564655 admin@st-josephs.hereford.sch.uk
Headteacher	Mrs. Hayley Francis
SEND Governor	Mrs. Nicki Cunningham-Smith

Statutory basis: Children and Families Act 2014; Special Educational Needs and Disability Regulations 2014; SEND Code of Practice: 0–25 years; Equality Act 2010. This report is intended to be read alongside the school's current policies and Herefordshire's SEND Local Offer.