

St. Joseph's R.C. Primary School



SEND Information Report 2024-2025

At St Joseph’s Catholic Primary School, we provide an inclusive, welcoming school to enable all children to be the best they can be. Where a child has a recognised special need or disability, we will make reasonable adjustments to meet those needs to ensure your child thrives in our mainstream setting to ensure pupils reach their individual true potential. Our school is fully accessible and whilst supporting our children we will also encourage independence skills.

We use a wide range of information and measures to closely monitor all children’s progress and identify our pupils with SEND, working with a graduated approach to SEND to ensure early identification needs are supported.

This Information Report is produced in conjunction with parents/carers, pupils, governors and school staff and should be read alongside the school’s [Send Policy](#) and the [Herefordshire Local Offer](#) for SEND.

We hope the following information will explain the SEND provision at our school. If you require further information, please contact Mrs. Gurney our School SENDCo.

Our Governor with SEND responsibility is Mrs. Lindsay Wise.

<p>What are the first steps our school will take if Special Educational Needs are identified?</p>	<p>First and foremost, we will contact you, and discuss our concerns and, in partnership with yourself, decide how best we can support your child. We will endeavor to identify their specific barriers to learning and come up with strategies to overcome these. If appropriate, we will engage the services of outside specialists.</p>
<p>What should parents/carers do if they think their child has SEND? How can they raise concerns?</p>	<p>Please contact your class teacher, in the first instance, who may also refer you on to the Special Educational Needs Co-Ordinator (SENDCo) Mrs. Imogen Gurney, if you become concerned.</p> <p>Your child’s class teacher will then provide any necessary intervention to support your child. The primary strategy for supporting children with special educational needs is through quality first teaching. (Quality First Teaching - QFT- is a style of teaching that focusses on high quality and inclusive teaching for every child in the classroom)</p>

How will our school include parents and pupils in planning support?

When your child enters St Joseph's Catholic Primary School, they enter a partnership with all adults with whom they work – therefore, they are actively involved in all stages of their learning journey. All learning, including any support strategies or interventions are fully explained to your child, providing them with the opportunity to take ownership of their learning. Personal targets are agreed, and success is celebrated when these are achieved. We also encourage productive partnerships with parents: We will contact you if we have any concerns, but also to notify you of any successes. At any point parents are encouraged to come in and speak to us, to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We have termly newsletters which outline areas of SEND and ways they can be supported at home.

How will our school teach and support pupils with SEND?

The class teacher will have the highest possible expectations for your child and all teaching is based on building on what your child already knows, can do and can understand. The teacher may put in place different ways of teaching so that your child is fully involved in the learning in class. This might include things like using more practical learning or providing different resources adapted for your child. Teaching assistants are often used to help the class teacher support the learning needs of all pupils. Class teachers work closely with the SENDCO to develop specific strategies (which may be supported by staff from outside agencies) to enable your child to access the learning tasks. We may suggest that your child needs some additional individual support or group support in school. We will tell you how the support will be used and what strategies will be put in place. This can also be seen in your child's IPM- Individual Provision Map- Teachers review them every half term and you are given a copy each term, so you are kept abreast of your child's progress. We also offer catch ups throughout the year with the class teacher and SENDCO to discuss them further.

For children with an EHCP clear objectives and a plan to achieve these will be included within the EHC plan, and will vary from child to child, depending on their needs. Often these will include:

- ✓ Qualified teaching assistant support
- ✓ Targeted support from teachers.
- ✓ Support may take place within the classroom
- ✓ Providing assistive technology, where appropriate e.g. laptops
- ✓ For children with emotional, social or behavioral issues, time set aside with an adult to discuss responses and develop key skills

**How does our school plan the support?
How are our resources allocated and matched to needs?**

Class teachers plan lessons and adapt their planning according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Any pupils not making progress are identified and appropriate intervention strategies are planned. This will vary according to the needs of the child but could be extra one to one support or support in a small group. These interventions are planned by the class teacher or SENDCO and may be run by one of our experienced teaching assistants. The aim of these interventions is to narrow the gap between where your child is and where they should be as quickly as possible.

- Teaching Assistants, 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.

What are Herefordshire schools expected to provide from their budget?

The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts:

1. Universal services and mainstream funding which is the money schools receive to fund a place at school
2. Targeted support – schools are expected to pay the first £6,000 to meet the additional support needs of pupils who require this.
3. High needs funding or top-up funding is provided by the Local Authority. If your child has an EHC plan, we will ensure that the provision specified is provided.

How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents and pupils in this process?

- Your child's progress is continually monitored by his/her class teacher and teaching objectives assessed using a variety of systems.
- His/her progress is reviewed formally every term and a judgement made in relation to their overall attainment in reading, writing and maths.
- Pupil progress meetings are held with class teachers and progress and attainment of all pupils scrutinised
- Children identified as requiring additional SEND support will have IPM which identify both their needs and smaller outcomes which they will work to achieve within a limited timescale, alongside the support being provided. These will be reviewed every term by the class teacher and SENCO.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education present at the meeting.
- When specific interventions for support are put in place, these are monitored closely by both the class teacher and SENDCO to check that a child is making good progress. Where this is less than expected, provision will be adapted or changed.
- Regular book looks, lesson observations and learning walks will be carried out by the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Who will be working with your child?

Your child's class teacher and the SENDCo will oversee and plan your child's Individual Provision Map. Depending on the intervention required your child may be working in a small group with support. A teaching assistant may support your child in some lessons or at certain times of the day. You will be informed of this and will often be invited to a meeting to share information.

The class teacher is the first port of call for any enquiry's parents/carers have about their children. Class teachers have a duty to;

- provide Quality First Teaching through a differentiated curriculum to take account of the needs of the individual pupils
- keep the SENDCo and Senior Management informed about any provision that is additional and different
- seek advice and support for pupils for whom extra assessment or support is needed
- keep parents/carers informed about the progress and needs of the pupils
- Each class teacher is responsible for the whole curriculum within his or her own class. There are occasions though when our class teachers use their special talents with other classes.

Teaching Assistants work alongside the class teachers to support Quality First Teaching, as well as additional, different provision and interventions for those with SEND.

The SENDCo is responsibility for overseeing the provision for all pupils with SEND and ensures liaison with other professionals in respect of children with SEND. The SENDCo advises and supports teachers within our school, working with class teachers to ensure that appropriate procedures are in place. The SENDCo ensures that relevant background information about individual children with SEND is collected, recorded and updated. This information is shared with all relevant staff, as and when appropriate.

The SENDCo attends local cluster meetings and local authority training and SENDCo conferences and disseminates training to the staff. Whole school training is given to staff as and when appropriate.

Additional training is given to staff as and when appropriate.

<p>How does a school ensure that the information about a pupil's SEND is shared and understood by teachers and all relevant staff who encounter that child?</p>	<p>The SENDCO and class teachers work closely together to ensure necessary information about your child is shared with the staff who need to have this knowledge.</p> <p>All information we have about your child's SEND needs is stored electronically and is discussed with your child's next teacher before the end of the summer term.</p>
<p>What role will the child's teacher play?</p>	<p>All teachers are teachers of children with SEND and your child's class teacher will plan to include everyone in their lessons. Class teachers ensure work is provided at the appropriate level for children to access their learning and make good progress. The class teacher should be your first point of contact if you have any concerns about your child's progress or well-being.</p>
<p>What expertise does our school, and our staff have in relation to SEND?</p>	<p>All teachers at St Joseph's Catholic Primary School are teachers of pupils with SEND. The SENDCO's role is to support class teachers in planning for children with SEND and ensuring targeted interventions are in place when needed and having a positive impact on pupil outcomes.</p> <ul style="list-style-type: none"> • The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as autism spectrum disorder (ASD) and speech and language difficulties. • Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class. • TAs receive a range of training as part of their on-going CPD and to respond to the needs of the individual children they are working with. • Teaching assistants work under the guidance of class teachers and the SENDCO.

<p>What intervention programmes does our school run for pupils with SEND and how are they delivered?</p>	<p>Interventions are tailored to the needs of individual pupils. We use programmes to support these interventions. However, your child will usually have a personalised intervention to ensure that support is accurately matched. Interventions may be delivered by teachers or teaching assistants on a one-to-one basis or in small groups.</p> <p>The following is a sample of the interventions that take place at St Joseph's Catholic Primary School:</p> <ul style="list-style-type: none"> • 1:1 Reading • Over teach/ pre-teach • Fast Track Tutoring • Rapid Maths • Reading Plus • SaLT (speech and Language) • Brick Club • ELSA support
<p>What is an EHCP?</p>	<p>An Education, Health and Care plan, is a document which sets out the education, social and health care needs of a child or young person who will require extra support in school, beyond that which the school can provide.</p> <p>Children with an EHCP will usually be entitled to extra support and will have outside agencies involved in their support such as physiotherapists, psychologists or other specialist teachers.</p>

<p>What teaching strategies does our school use for children with learning difficulties?</p>	<p>We use a range of strategies to make teaching and learning as inclusive as possible and these include a range of strategies for working with pupils with:</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorder: we use visual timetables and prompts; provide clear routines and structure; prepare your child carefully for any changes; use positive language; and constantly reinforce and revisit new skills • Speech and language difficulties: model correct use of language; build opportunities across the curriculum to practise and develop language skills; expand vocabulary through direct teaching; develop strategies and play games to develop memory and sequencing; develop self-esteem • Dyslexia: use a multi-sensory approach to learning; constantly revisit and revise concepts; encourage pupils to make notes and provide hand-outs to avoid copying from the board; use coloured paper and coloured overlays for reading if required, Dyslexia APPs on the iPad. • We work closely with the advice given to us by outside agencies, such as Educational Psychologists, to ensure that the needs of individuals are met depending on their difficulties.
<p>How does our school provide support to improve the emotional and social development of our SEND pupils? (pastoral, medical, social support available)</p> <p>What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils with SEND?</p>	<p>We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioral difficulties, anxiousness, and struggling to communicate emotional and social development</p> <p>All classes follow a structured Wellbeing curriculum (Jigsaw) to support this development. However, for those children who find aspects of this difficult.</p> <p>We have two ELSA's (Emotional Literacy Teaching Assistants) currently working with children in school. They provide 1:1/small group bespoke support for individuals who are needing a little extra support.</p> <p>We also have our Wellbeing Warriors Wellbeing Warriors St Joseph's RC Primary School who are there to listen to children and support them, using strategies learnt during our weekly Wellbeing meetings.</p>

<p>Which other services do we use to provide for and support our pupils?</p>	<p>We have access to a range of services, and we work closely with many other services, for example:</p> <ul style="list-style-type: none"> • School Nurse • Educational psychologists • Specialist teachers for pupils with ASD, behaviour, physical or learning difficulties • Health – e.g. occupational therapy, school nurse, emotional and mental health specialists • Social Services • Family support workers / parent support advisors • SaLT (Speech and Language) • HOPE- Bereavement support • Occupational Therapist • SIS- School Inclusion Service • TOUCAN- Play Therapists • Drama Therapists
<p>How does our school manage the administration of medications?</p>	<p>If you have a child with medical needs, we will work with you to meet his/her needs. You will be required to complete and sign a consent form so that we can administer medicine, and you will keep school informed about any changes in your child's condition or medicine. We already have staff trained to administer medication to pupils with complex medical needs, and all staff are trained in pediatric First Aid. We contact parents immediately if there are any concerns and significant changes regarding your child's condition. Medicine is stored in a locked cabinet away from pupils. If necessary, Mrs. Murray will meet with you to create an individual healthcare plan to ensure your child's needs are met.</p>
<p>How does our school help with personal care when this is needed? (for instance: toileting, eating)</p>	<p>If your child needs help with personal care, we will complete a care plan with you to ensure staff are aware of your child's exact needs and what we need to do to meet those needs in school</p>
<p>What is our policy on school trips, school outings, and health and safety arrangements?</p>	<p>We want all pupils to have access to school off-site visits. A risk assessment will be completed for your child if they have additional or different needs to their peers, which may pose a risk on the visit. If necessary, additional provision to support pupils is put into place e.g. provide a wheelchair, or an adult assigned to one child.</p>

<p>What measures are in place to prevent bullying?</p>	<ul style="list-style-type: none"> • We have a zero-tolerance approach to bullying • We have an Anti-Bullying Policy • As part of our Well-Being curriculum, we include a programme of work focused on preventing and dealing with bullying and cyber-bullying • We use restorative approaches following any incidences of bullying and all are recorded on our safeguarding platform My Concern and reported if necessary to the relevant bodies.
<p>What access to our SEND pupils have to facilities and extracurricular activities available to all children?</p>	<p>All pupils are encouraged to participate in a wide range of extracurricular activities, and we strive to ensure these are accessible to every pupil and we will modify activities as necessary.</p>
<p>How will parents/carers know how well their child is doing?</p>	<p>We ensure that parents feel as involved as possible in their child's learning. We have two Parent Consultations evenings in the year, and a written report is sent home to parents in July. Parents of pupils on the SEND Register will be offered the opportunity to attend a meeting with the SENDCO at least 2 times a year additionally.</p> <p>Feedback on the intervention and support given to individual pupils is shared as well as updating the outcomes on the IPM's. Pupils with an EHCP plan will have their plans reviewed in a more formal 'Annual Review'. The SENDCO is always available to meet with you to discuss your child's progress or any questions you may have.</p>

<p>How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer to another school/educational establishment?</p>	<p>We recognise that transitions can be challenging for a child with SEND and we take steps to ensure that any transition is as smooth as possible. We work closely with other schools, pre-schools and Secondary schools to ensure a careful transition plan is arranged when your child moves school. Parents are always involved in this process. Additional visits are timetabled and planned for when necessary.</p> <p>Year 6 staff and the SENDCO liaise with the receiving secondary schools to ensure they know about any special arrangements or support that needs to be made for your child. All records are passed on to the next setting as quickly as possible (within five working days). Towards the end of the summer term the children changing schools take part in 'taster days'. The children visit their new school for all or part of the day with their peers. These visits allow pupils to get a 'taste' of their new school. Extra transition visits are arranged as necessary on an individual basis. Some settings also provide summer schools to support transition.</p>
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What special arrangements are made for exams?	We follow the guidance provided for special access arrangements for statutory assessments. Year 6 SATS arrangements
Where can I find the SEND Policy?	Please see the school website SEND Policy-2024-2025 this is updated annually.
What role do the governors have? What does our SEND governor do?	The governing body have a responsibility to develop a strategic vision of provision for pupils with special educational needs, to ensure that the all the needs of our pupils are met. The SEN Governor should lead this vision and raise awareness of SEN within the governing body. She ensures policy is put into practice, by meeting with the SENCO and monitoring standards achieved by our SEN pupils. The SEND Governor for the school is Mrs. Lindsay Wise
What can you do if you are not happy?	Most concerns and complaints can be sorted out quickly by speaking with your child's class teacher and this is the course of action that should be undertaken first. Please see our school Complaints Policy for further details.
How can parents/carers arrange a visit to our school?	Please contact the school office on 01989 564655 to make an appointment to visit the school or meet the class teacher or SENDCo. Emails can be sent to: admin@st-josephs.hereford.sch.uk – School Office Mrs. Baker and Mrs. Finlay. lgurney@st-josephs.hereford.sch.uk – Mrs. Gurney (SENDCO)
Who can you contact for more information?	Special Educational Needs and Disability Information Advice and Support Service SENDIASS Herefordshire Provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old. ➤ Telephone: 01432 260955 ➤ Email: sendias@herefordshire.gov.uk Herefordshire Local Offer https://www.herefordshire.gov.uk/localoffer