

St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



Special Educational Needs (SEN) information report

Approved by:	Governing Board	Date: Autumn Term 2023
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Last reviewed on:	September 2023
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Next review due by:	September 2024
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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.

You can find it on our website [here](#).

You can ask a member of staff to 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
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
Sensory and/or physical	Hearing impairments
	Visual impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Natalie Guoite.

She has 9 years experience in this SENCO role and is working as the Deputy Head Teacher. She is a qualified teacher and has been teaching since 2013.

She achieved the National Award in Special Educational Needs Co-ordination in 2016.

She is currently not class-based and so manages SEN provision daily as part of her full time duties at St Joseph's Catholic Primary School. .

Our SENCO attends cluster meetings to update knowledge and to keep up to date with good practice.

Our SENCO is fully supported by our Head Teacher.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 12 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 12 teaching assistants who are trained to deliver interventions such as 'Unlocking Letters and Sounds' catch up sessions and Precision Teaching.

In the last academic year, teaching assistants have been trained in 'Unlocking Letters and Sounds', as well as having diabetes training. Some teaching assistants in school have also been supported with specialist expertise, such as agencies who support those children with a hearing/visual impairment.

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:

Advisory Teaching Service

Speech and language therapists

Educational psychologists

Occupational therapists

Qualified Teacher for Visual Impairments

Environmental specialists for Visual Impairments

Teacher of the deaf

GPs or paediatricians

School nurses

Child and adolescent mental health services (CAMHS)

Child and Young People's Service (CYPS)

Education welfare officers

PCSO's

Community Social Workers

Social services and other LA-provided support services

Early Help

Voluntary sector organisations (Read with Me)

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 contact your child's teacher either on the playground at pick up or via the slt@st-josephs.gloucs.sch.uk email address.

They will pass the message on to our SENCO, Natalie Guoite, who will be in touch to discuss your concerns.

You can also contact the SENCO directly using slt@st-josephs.gloucs.sch.uk.

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.

Class teachers meet with the children to complete a My Profile so that their voice is heard and their views taken into account in target setting.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register. This will be after a discussion with the Head Teacher.

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 progress in reading, writing, maths and in their social and emotional development. Class teachers meet with the Head Teacher and SENCO 3 times per year and will identify those children who are not making expected progress. However, teachers are able to raise concerns about a child at any time.

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.

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 an educational psychologist or professionals from the advisory teaching service.

Based on all of this information, the SENCO will decide whether your child needs SEN support and you will be informed of the next steps in place for your child.

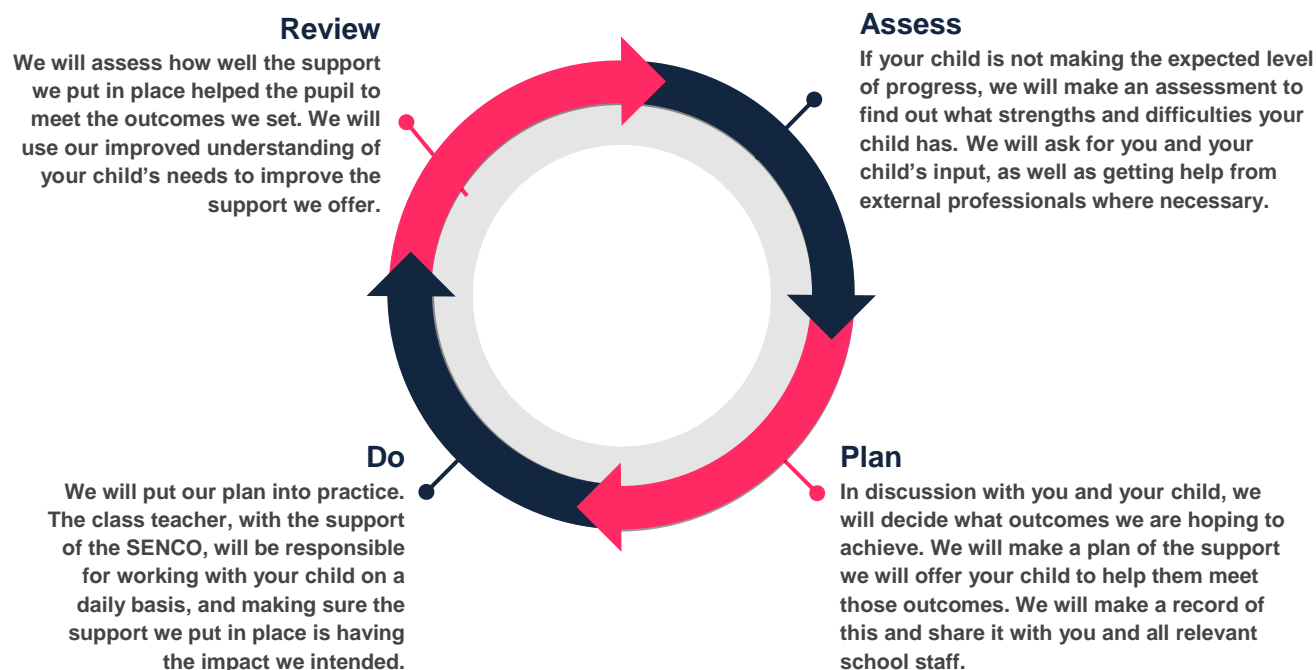
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them. This is called a My Plan. Personalised interventions are planned by the Class Teacher, using specialist teachers in school, to enable these children to close the gap in their learning.

If after two terms adequate progress is not made, a further discussion will take place between the SENCO and class teacher. Parents will be informed accordingly.

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**.



Your child's class teacher is ultimately responsible for meeting your child's needs and for ensuring that your child makes good progress. They will discuss your child's needs with the classroom teaching assistant to ensure that the support identified is provided by all members of staff. The class teacher will then discuss the plan with the SENCO and outline how the support will be allocated. The child's progress is monitored and reviewed, changing the support in place when necessary. Class teachers will liaise with parents, keeping them informed with progress and any areas of concern that may arise. These concerns will also be shared with the SENCO or Head Teacher.

In the first instance, your child's class teacher will refer to the Gloucestershire guidance by highlighting from the checklist to identify specific needs. A discussion will then take place between the SENCO and class teacher to discuss these needs. This will be followed up with a meeting with parents to outline and discuss your child's needs. Assessments will be completed and a professional dialogue between the class teacher and teaching assistant will take place so that specific support is put in place within the classroom.

As part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These will be reviewed 3 times per year (minimum). These objectives and targets are reviewed and amended to meet the needs of the individual child. The child's voice is heard and listened to and they contribute these within a 'My Profile'.

If your child has an EHCPlan, you will be invited to an annual review meeting with the SENCO, 1:1 teaching assistant and any outside agencies who are involved to discuss needs, progress and their next steps.

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 annual reports on your child's progress.

Your child's class teacher will meet you 3 times a year, via a Structured Conversation, 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

Parents are expected to support their child with their intervention targets at home so that they will have the maximum impact on their progress in school. They are also encouraged to discuss the impact of the intervention with their children at the end of the assessment window.

The SENCO may also attend these meetings to provide extra support. These meetings will be in addition to the twice yearly formal parents' evenings to discuss your child's progress and achievement.

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. You can contact your child's teacher via slt@st-josephs.gloucs.sch.uk, or you can always catch them at the end of the day on the school playground.

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 2 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:

Complete a My Profile to share their views and strategies that help them to learn in the classroom.

Discuss their progress and outcomes.

Discuss their views with a member of staff.

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

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 the way we teach to suit the way the pupil learns best. There is no '1 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.
- In class support from TA/Class Teacher, as supported by the SENCO.
- Teaching is dyslexic friendly across the school.
- Teaching assistants will support pupils on a 1-to-1 basis when they have an Education, Health and Care plan.
- Teaching assistants will support pupils in small groups when the teacher has identified a small group of children who may need additional support within a lesson. This will change, dependant on the children's responses during the class lesson.
- Specialist and fully trained Teaching Assistants deliver our catch up sessions/interventions.

If your child has an Education, Health and Care Plan, adaptations are as above and additionally:

- Further advice and support will be sought from outside agencies such as Educational Psychologists, Advisory teachers, speech and language therapists and GPs.
- Individual targets set to address specific needs (as identified on the EHCP).
- 1:1 support

The SENCO will liaise with outside agencies to ensure that the needs of the EHCP are being met in the classroom.

Support outlined in the child's EHCP will be supported within school and the correct provision is in place to ensure each child meets the targets identified on the plan.

Please find our school's accessibility plan [here](#).

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Circle time/Social skills groups
	Speech and language difficulties	Speech and language therapy – specialised resources and intervention Circle time/Social skills groups
Cognition and learning	Specific learning difficulties, including dyslexia and dyspraxia	Writing slope Coloured overlays Visual timetables Exercise books with coloured paper ULS Phonics intervention Closing the gap individualised support
	Moderate learning difficulties	Passport of needs ULS Phonics intervention
Social, emotional and mental health	ADHD	Quiet classrooms
	Adverse childhood experiences and/or mental health issues	Well-being in nature Mood Monsters Lego intervention Circle time/Social skills groups
Sensory and/or physical	Hearing impairment	Precision Teaching Pre-teaching before a topic Knowledge organisers
	Visual impairment	Consistent approach for displays across the school. Consistent Teaching and Learning policy, including classroom organisation

Behavioural expectations		Whole school behaviour policy Individual rewards cards and systems Celebration assemblies REACH points Encouragement of the 'restorative justice' approach We are also a PACE school and use this when managing conflict between children.
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These interventions are part of our contribution to Gloucestershire County Council's local offer.

We also use a range of teaching strategies for our children who have a range of learning difficulties:

- Individual visual timetables
- Appropriate positioning within the classroom
- Use of visual cards and an interactive whiteboard
- Writing slopes
- Alphabet and sound mats
- Common Exception Words displayed in the classroom
- Number lines/100 number square
- Coloured overlays

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 My Plan targets each term
- Reviewing the impact of interventions throughout the weeks, dependant on the outcomes of the intervention
- Monitoring by the SENCO by external reviews from county
- Using 'Closing the gap' to measure the impact of interventions
- 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?

Support is planned through a discussion between the SENCO and Head Teacher. Support is planned against the needs and targets set out in the My Plan, My Plan + and EHC Plan. Individual targets are set and the support is allocated to carry out additional intervention work. Where appropriate, advice and support materials from support services/outside agencies are also applied. Targets are set out in the child's My Plan/My Plan + and will be reviewed 3 times per year (minimum) to ensure that the child's needs are fully met.

Our SEN budget is used to provide TA support across the school and the senior leadership team carefully considers allocation of TAs at the beginning of the academic year. The SENCO will also identify the teaching assistant to best deliver an intervention so that it can have the maximum impact. From these, progress and

misconceptions are picked up and addressed through detailed notes from an intervention, per session. Support is provided from the class teacher and SENCO.

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

- Extra equipment or facilities
- More teaching assistant hours
- 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. All support arrangements will be discussed with the parents.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. The local authority's casework team will allocate additional funding and set targets for the EHCPan.

To find out more about what Gloucestershire schools are expected to provide from their budget, click [here](#).

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, including our before and after-school clubs. Our teaching staff will encourage these children to join in with these extra-curricular opportunities.

All pupils are encouraged to go on our school trips, including our residential trip to Manor Adventure in Year 6.

All pupils are encouraged to take part in whole school events such as Sports Day, KS1 Nativity, KS2 Carol Concert, house singing competition, the music concert and more.

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?

The Head Teacher is responsible for the admission arrangements, which accord with those laid down by the local education authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND. The admissions policy is available on the school's website.

Children with an Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements, this will reduce the number of places available to other children.

As a Catholic School, oversubscription criteria give priority to Catholic children and Looked After and Previously Looked After children. The school is non-selective (apart from faith) and therefore does not unfairly disadvantage prospective pupils with a disability or special educational needs.

13. How does the school support pupils with disabilities?

The school site is accessible for children with wheelchairs and there is a disabled access toilet. Personal Evacuation Plans (PEPs) are also in place for those children with a disability.

Please find our school's accessibility plan [here](#). This covers how we:

Increase the extent to which disabled pupils can participate in the curriculum.

Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits and services we provide.

Improve the availability of accessible information to disabled 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 be part of the school council

Pupils with SEN are encouraged to be part of the Chaplaincy team

Pupils with SEN are encouraged to be part of the eco-committee

Pupils with SEN are also encouraged to be part of Lego club to promote teamwork/building friendships

We run a well-being in nature club for pupils who need extra support with social or emotional development

We have a 'zero tolerance' approach to bullying. Please find our 'Managing Behaviour' Policy [here](#).

We provide medical support for pupils in the following ways:

- School follows county policy regarding the administration and managing of medicines in school.
- Asthma inhalers are kept in all of the classrooms (in the green first aid bags), including an emergency inhaler.
- Teaching Assistant staff and the EYFS class teacher have regular and up to date First Aid training.
- Extra support with personal care is given, as and when necessary.
- Disabled-access facilities available if necessary.

We provide extra pastoral support in the following ways:

- Class teacher has overall responsibility for pastoral care of every child in their class.
- Clear anti-bullying policy and procedures in place.
- Extra support is given by teaching assistants if appropriate.
- SENCO acknowledges up to date training and will allocate specific members of staff to attend.

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

Between years

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 final meeting of the year when the pupil's SEN is discussed. The child's parents are also invited to this.
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

Between phases

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

Pupils will be prepared for the transition into school (from pre-school) by:

- Ensuring that the school has strong links with our on-site pre-school setting
- Meeting with external agencies and parents prior to starting school
- Liaison between the SENCO and pre-school SENCO to discuss specific needs of the children starting at our setting
- Buddy time. Year 6's to support and 'buddy' with a Reception child.

Pupils will be prepared for the transition to secondary school by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Attending a secondary school visit during the summer term

Pupils will be prepared for adult life by:

- Ensuring that Sex Education is taught in Year 6
- Participation in the school council team
- Chaplaincy team – monitoring and leading in the prayer life of the school
- Cycling proficiency
- Relationships topics taught from Reception to Year 6 in RHE.

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

Natalie Guoite is our Designated Teacher, as well as our SENCO and so she will make sure 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?

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 are struggling to cope, 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 the Gloucestershire County Council's local offer. The Gloucestershire County Council publishes information about the [local offer](#) on their website.

Please find our local special educational needs and disabilities information advice and support services (SENDIASS) organisations [here](#).

Local charities that offer information and support to families of children with SEND can be found [here](#).

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