



St. Joseph's Catholic Primary School SEND Information Report for SEND 2024-2025

last updated December 2023

This document outlines the approach to Inclusion and Special Educational Needs and Disabilities (SEND) in our school, where we strive to work with *all* children and families, to enable success and inclusion for our children.

Our SENDCO is Mrs Docherty, she can be contacted via email: BDocherty@st-jodag.bardaglea.org.uk or telephone 0208 270 6480.

If you have a concern about my child's learning, special educational needs or disability who can I talk to at St. Joseph's Catholic Primary School?

It is always best to talk to your child's class teacher about your concerns since he or she is the person who works with your child the most. This can be done either in person or by emailing the office (office@st-jodag.bardaglea.org.uk). The class teacher will discuss concerns with Mrs Docherty and other relevant staff. The class teacher or Mrs Docherty will then contact you, within 5 working days, to agree the next steps.

At the meeting, in agreement with you, we will decide the next steps for your child, this may be 1:1 or small group based work to address the areas of need. We will then have a meeting to discuss the effectiveness of this, should the provision prove ineffective discussions may be had about your child being added to the school's 'Inclusion Register'. This is a record of all children in the school who need additional support. Children can be added or taken off the register at any point, but we will always talk to parents and gain agreement before making any changes.

How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

The class teacher or Mrs Docherty (SENDCo) would contact you about any issues either by phone, email or at a parent consultation meeting. A meeting would then be organised with the class teacher, SENDCO and parents/carers to agree next steps.

At the meeting, in agreement with you, your child may be added to the school's 'Inclusion Register' as outlined above.

How will the school consider my views and those of my child with regard to his/her difficulties with learning, special educational needs or disabilities?

Your views, and where possible, your child's views are at the centre of all that we do regarding inclusion and SEND.

Every year (and more regularly if needed), children on the Inclusion Register complete an 'All about me' questionnaire to gain an understanding of what is working for them and what might need adapting, this information is added to their Personal Learning Plan. A Personal Learning Plan is a document that sets

out the targets and provision to help children make progress in their areas of need. These are reviewed every term.

Parent Consultation Meetings are held termly for all children.

If your child is added to the Inclusion Register, you will be able to share your views and discuss your child's progress at termly meetings with the SENDCO and where possible the class teacher. At these meetings we will discuss your child's Personal Learning Plan targets and the provisions that are in place to help your child progress.

If your child has an Education, Health and Care Plan (EHCP) you and your child will also be able to share your views at the Annual Review.

The school also issues a termly questionnaire to parents to gather views and opinions on Inclusion provision.

How does the school ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

At St. Joseph's Catholic Primary School, we ensure a child's learning needs are first met through quality first teaching delivered by the class teacher. This will include quality assessment of your child's needs, planning to meet these needs and evaluation of progress and achievement. This could be in any area of their development, this could be literacy, numeracy, social and emotional, etc.

As part of the school's continued professional development (CPD) for all staff, time is regularly given to areas of SEND based on child's need and staff requests.

In response to particular needs, individual training is arranged as necessary.

How will the curriculum and the school environment meet my child's needs? We plan our curriculum carefully to match the age, ability and needs of all children in our school. The class teacher will, when necessary, adapt lesson planning and teaching to match your child's special educational needs and/or disability. We use a 'scaffolding approach', where possible, so children are given carefully planned support to enable good outcomes for all.

It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.

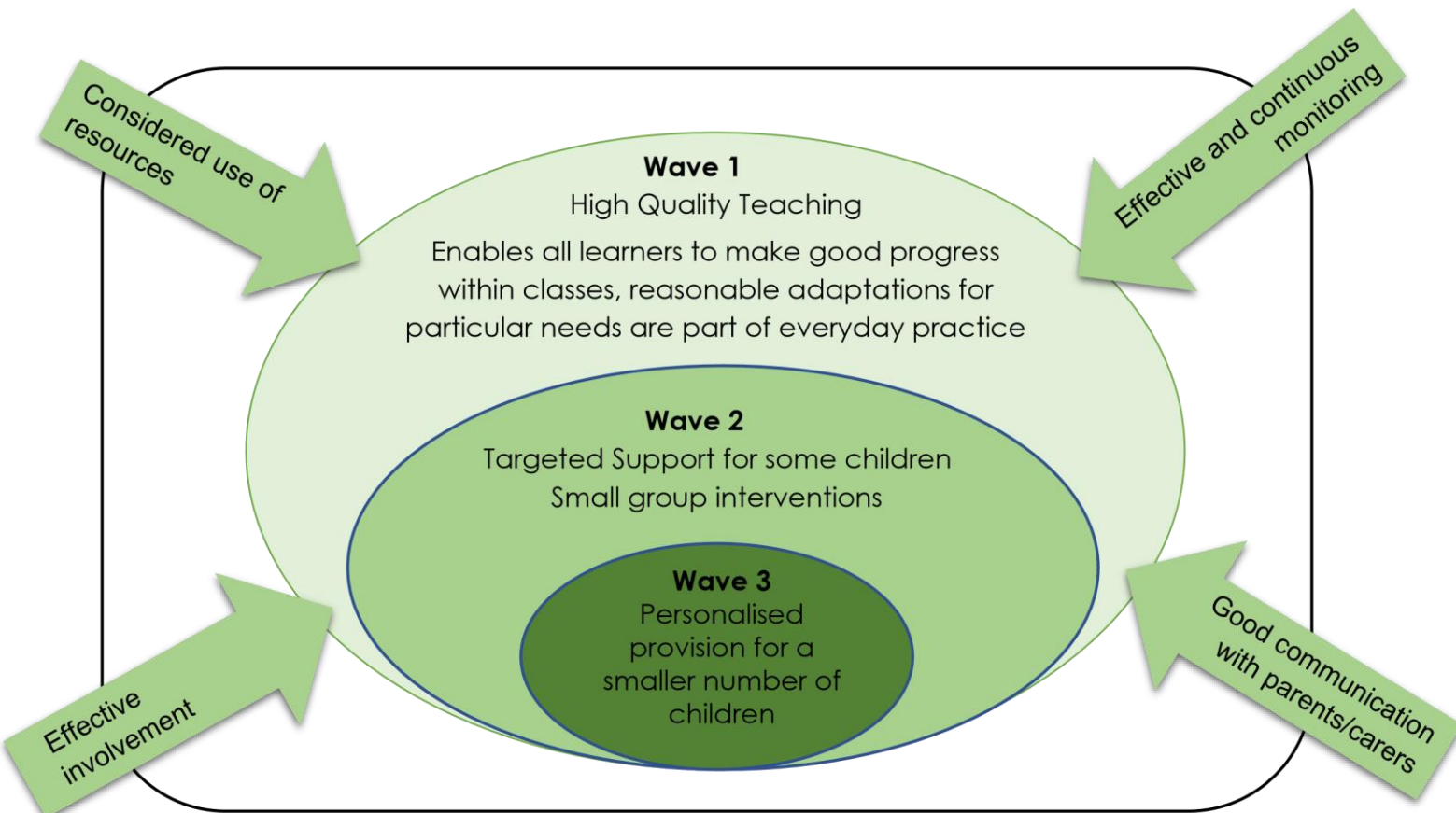
Where necessary, individual curriculum plans (ELF / PLOD) have been developed to support the learning of higher needs children. These plans reflect the learning of the whole class, while meeting the individual needs of the child. These children are likely to have an EHCP.

We regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible. Please see the Accessibility Policy on our website under Key Information / SEND, for further information.

What types of support may be suitable and available for my child?

At St. Joseph's Catholic Primary School we have a range of support available for all children with SEND and this will be based on their primary needs. Our provisions are matched to the four broad areas of need as defined in the SEN Code of Practice 2014;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health



- Sensory and/or Physical needs

These are explained in more detail at the end of this report.

Graduated Approach

In line with the SEND Code of Practise we follow a graduated approach to SEND, as illustrated below:

Interventions at St. Joseph's Catholic Primary School include:

Communication and Interaction

- Private Speech & Language Therapy
- SpeechLink Groups
- Autism Education Trust – SPELL Groups
- Social skills
- Pre-teaching

Cognition and Learning

- Lexia
- Precision Teaching
- Memory Skills
- Targeted literacy and numeracy
- Daily readers

Social, Emotional Mental Health

- School counsellor
- Thrive – group and individual
- Zones of regulation
- Social Skills
- Rainbows

Physical and Sensory

- VI touch typing
- Dough-Disco
- Sensory Circuits
- Sensory room – specific to our children's needs

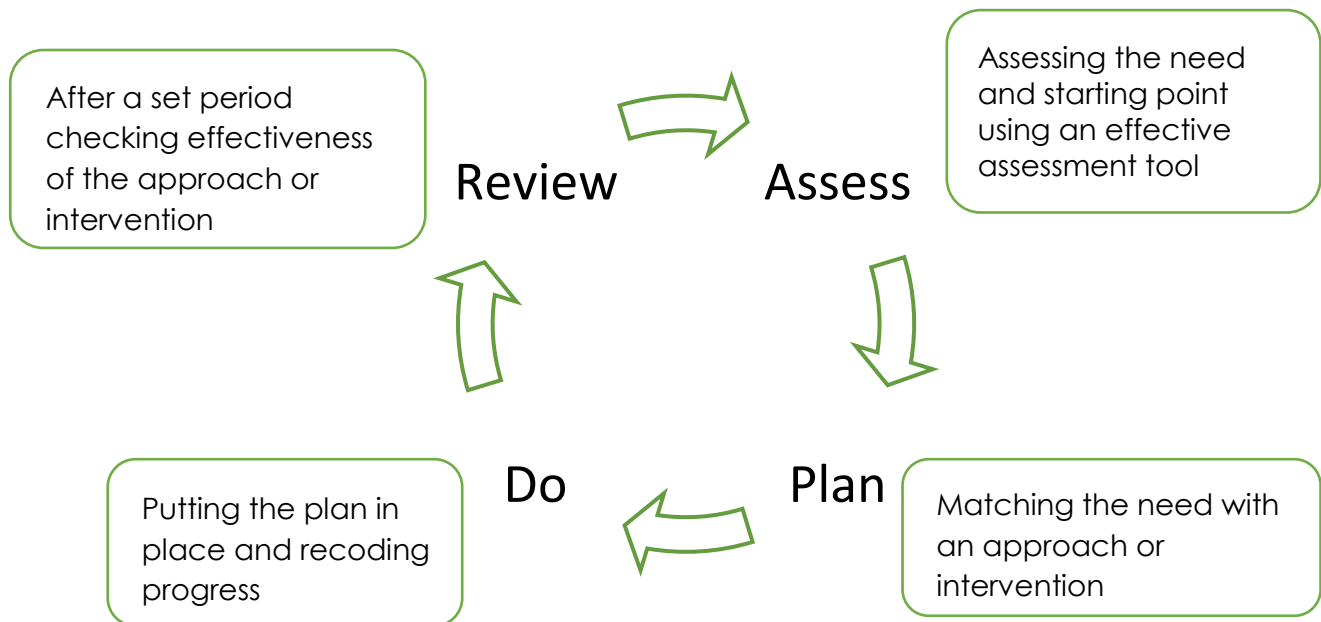
We are constantly assessing and monitoring these interventions, so this list is not exhaustive.

We also work with

- Educational Psychologist team for LBBB who advise across all areas of need and support EHCP applications
- NHS Speech and Language
- Trinity Outreach Consultant
- Barking and Dagenham School Improvement Partnership (BDSIP) who provide high quality advice and training across all areas
- SENARP Family Support
- Carers for Barking and Dagenham

Monitoring of Interventions and teaching strategies

At appropriate stages in the school year interventions and teaching strategies for children are assessed using the Assess, Plan, Do and Review cycle as promoted in the SEND Code of Practice:



How we support children with SEND

St Joseph's Catholic Primary School is committed to supporting children with SEND from the application process to the time when they leave us.

Before the children arrive;

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the SEN Code of Practice. Children are admitted to the school according to the St Joseph's Admission Policy and the school's mid-phase admissions guidelines.

All parents of children being admitted to Nursery are offered a home visit, or equivalent, by our staff. During this visit all parents have the opportunity to raise any concerns they may have about their child.

Any child joining us from another school, with SEN already recognised, is put onto the SEN register and will be offered a meeting with Mrs Docherty (SENDCO) to ensure that previous arrangements for provision are put in place.

During their time at St Joseph's

Within the Classroom – Wave 1 Support

- Class staff teams know the profile of their class and each child's individual needs
- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable each child to access their learning as independently as possible.
- Lessons are carefully planned to meet child's needs and choose equipment and resources carefully to suit the learning requirements of the class.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.

- In-class support from Teaching Assistants is used to support or facilitate the use of modified resources
- For children who have an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support can be planned.

Other support – Wave 2 and Wave 3

- Small group work to support progress in areas of need
- One-to-one teaching following personalised interventions, based on area of need
- Pre-teaching of vocabulary and subject content by a teacher or teaching assistant
- Access to personal ICT adapted activities

Parent / Carer Hub

During 22-23 Academic Year, we are hoping to set-up a parents/carers Hub to help involve parents and carers become more involved with Inclusion. If you would be interested in joining this, please email Mrs Docherty (BDocherty@st-jodag.bardaglea.org.uk)

Complaints Procedure

Complaints relating the Inclusion fall under the main school Complaints Policy which can be found [here](#).

Definitions and Areas of SEND

The term 'special educational needs' has a legal definition. Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age and who require additional or different provision from that usually made for other children of the same age. The annual schools census for the Department for Education requires schools to indicate whether a pupil has special educational provision made for them. Schools are also required to indicate the area of SEN that the pupil has. The areas of need in the table below are those which the DfE currently uses for this census.

Area of special educational need	What this means
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

<p>Social, Emotional and Mental Health Difficulties</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.</p>
<p>Sensory and/or Physical Needs</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>