



St. Joseph's Catholic Primary School

SEND Information Report for SEND 2026-2027

Updated Annually with SEND Policy.

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.

1. Who can I contact about SEND?

If you have concerns about your child, please speak to your child's class teacher in the first instance.

You can also contact:

SENCO: Miss Burrows office@st-jodag.bardaglea.org.uk or telephone 0208 270 6480.

The school is committed to working in partnership with parents and will respond to concerns promptly.

2. How does the school identify pupils with SEND?

We identify SEND through:

- teacher observations and assessments
- progress data and attainment
- discussions with parents/carers
- information from previous schools or settings
- advice from external professionals

A pupil may be identified as having SEND where they have a learning difficulty or disability that requires provision that is **additional to or different from** that normally provided.

3. What should I do if I think my child has SEND?

- Speak to your child's class teacher
 - A meeting will be arranged to discuss your concerns
 - The SENCO may become involved
 - Together, we will agree next steps and support
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4. How will the school support my child?

All pupils receive **high-quality, adaptive teaching** in the classroom.

If additional support is needed, we use a graduated approach:

Assess – Plan – Do – Review

This may include:

- targeted support in class
- small group or individual interventions
- specialist advice from external professionals

If your child requires additional support, a **Pupil Learning Plan** will be created and reviewed termly.

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

Communication and Interaction	Cognition and Learning
• Speech & Language Therapy • Language development groups • AET SPELL approach • Social skills development	• Lexia • Precision Teaching • Memory Skill development • Targeted Literacy and Mathematics support • Daily reading
Social, Emotional Mental Health	Physical and Sensory
• W.I.S.E • Zones of Regulation • Social skills development • Rainbows	• VI touch typing • Dough-Disco • Sensory Circuits • Sensory room

This list is not exhaustive and may change depending on pupil need.

This forms part of the school's Ordinarily Available Provision.

5. How will I know how my child is doing?

You will be kept informed through:

- termly Pupil Learning Plan reviews
- parent consultation evenings
- meetings with the class teacher or SENCO
- reports on progress and attainment

We encourage regular communication between home and school.

6. How are parents and pupils involved?

We use a **person-centred approach**, meaning:

- parents/carers are involved in all decisions
- pupils are encouraged to share their views
- targets and support are agreed together

We value parents' knowledge of their child and aim to build strong partnerships.

7. What support is available for different areas of need?

Support may include:

Communication and Interaction

- Speech and Language Therapy (SALT)
- Speech Link assessments
- Visual supports and structured approaches

Cognition and Learning

- Targeted literacy and numeracy support
- Programmes such as Lexia
- Adapted teaching strategies

Social, Emotional and Mental Health (SEMH)

- Nurture groups
- Zones of Regulation
- Pastoral support

Physical and Sensory Needs

- Specialist equipment where required

- Sensory support strategies
 - Advice from external professionals
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8. What specialist services does the school work with?

We work with a range of external agencies, including:

- Educational Psychologists
 - Speech and Language Therapists
 - CAMHS
 - Local Authority advisory services
 - School Nursing Team
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9. How will the school support my child's wellbeing?

We:

- monitor attendance and behaviour
 - support social and emotional development
 - provide pastoral support where needed
 - ensure all pupils feel safe and included
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10. How are teachers supported to meet SEND needs?

All staff receive training in SEND, including:

- Autism (ASC)
- SEMH support
- communication strategies
- behaviour support

The SENCO supports staff to ensure high-quality provision.

11. How does the school measure progress?

We monitor progress through:

- assessment data
- SEND Support Plan reviews
- teacher assessments

- pupil and parent feedback

Provision is reviewed and adapted if it is not having the desired impact.

12. How are transitions supported?

We support pupils during transitions by:

- sharing information with new settings
 - arranging additional visits where needed
 - holding transition meetings
 - involving receiving schools in EHCP reviews
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13. What if I am unhappy with the support?

- Speak to the class teacher
- Then contact the SENCO
- Further concerns can be raised with the Headteacher

You can also follow the school's complaints procedure.

14. Where can I get further support?

You can access independent advice from:

- **SENDIASS**
- **LBBB Local Offer:**
 <https://www.lbbd.gov.uk/local-offer>

If you need help accessing this, please contact the school office.

Definitions and Areas of SEND

The term *Special Educational Needs and Disabilities (SEND)* has a legal definition.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This means they have significantly greater difficulty in learning than others of the same age, or a disability which prevents or hinders them from making use of educational facilities generally provided.

Schools are required, through the annual Department for Education (DfE) school census, to identify pupils who are receiving special educational provision and to record their primary area of need.

The SEND Code of Practice (2015) identifies four broad areas of need:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. This may include difficulties with:

- expressing themselves
- understanding spoken language
- using social rules of communication

The profile for every child with SLCN is different, and needs may change over time.

This area also includes pupils with **Autism Spectrum Condition (ASC)**, who may experience differences in social interaction, communication and understanding, which can impact on how they relate to others.

Cognition and Learning

Children and young people with cognition and learning needs may learn at a slower pace than their peers, even with appropriate differentiation.

This area includes:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

It also includes **Specific Learning Difficulties (SpLD)**, which affect particular aspects of learning, such as:

- dyslexia
 - dyscalculia
 - dyspraxia
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Social, Emotional and Mental Health (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which can impact on their learning.

These may include:

- difficulties with emotional regulation
- anxiety or low mood
- behavioural difficulties
- attachment-related needs

Some pupils may have underlying mental health difficulties that require additional support.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from accessing the educational facilities generally provided.

These may include:

- visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

Many pupils will require specialist support and/or equipment to access learning.