



St. Joseph's Catholic Primary School
SEN Report 2025-26

Head Teacher: Mrs S Golding

Our school Ethos

We follow in St. Joseph's footsteps, building a community of love, trust, respect and learning.

At St. Joseph's Catholic Primary School we pride ourselves on our distinctive Catholic ethos. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability but this report covers all of these pupils.

How can parents/carers find out more about our Catholic ethos?

- Come and visit our school
- Meet our staff
- Look at our website
- Read our documents

Provision and Intervention

What is our approach to teaching children with SEN?

Teachers offer high quality teaching to all children. The class teacher has full oversight of SEN provision. Where children make less than expected progress, despite high- quality targeted teaching, the class teacher and special educational needs coordinator (SENCO) should assess whether they are experiencing a learning difficulty- where this is the case the assessments will be shared with the parents and the details discussed, to agree the type of SEN support that is required.

An overview showing our approach to teaching children with SEN

- A robust assessment system to identify the areas in which a child is struggling.
- Quality First Teaching
- Graduated Response
- Provision which is additional to and different from that normally available to pupils of the same age
- Research based intervention programmes
- Respond to, and seek support from specialist outside agencies including social care where necessary.

How can parents/carers find out more about our SEN provision?

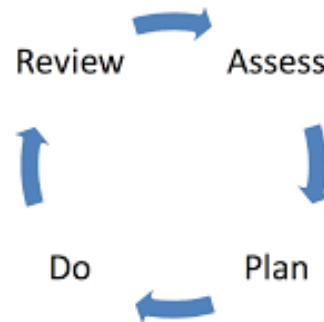
- Speak to the Class Teacher
- Contact the SENCO-
- Read our SEN policy

Identification and early intervention**How do we identify, assess and make provision for children with SEN?**

We have close links with our pre-school providers and their key workers, who keep us informed about children with specific needs who are starting school. We also assess our new intake and use other screening assessments to help us develop a picture of each child's development.

We adopt a graduated approach to identify children with SEN. This will be done using a range of assessments, observations and gathering evidence. Where a pupil is identified as having additional needs or is attaining significantly below age appropriate expectations then further support will be put in place. A 'One Planning' meeting is held and the information is recorded on a 'Pupil Support Plan'. The plan will be regularly monitored and reviewed, involving parents and children. When providing support that is "additional to" or "different from" that received by other children of the same age we engage in a four-stage process:

Assess- Plan- Do- Review



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. A ‘One Planning’ meeting will be held with the parents and class teacher, overseen by the SENCo and decisions will be recorded on a ‘Pupil Support Plan’.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – child, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

This four step cycle is known as the 'graduated approach'.

What sort of assessments will be completed?

- Pre-school assessments
- Baseline assessments – reading and spelling age
- Teacher observation and marking
- Parent information concerns
- Tracking progress
- Phonics screening
- Foundation baseline
- Speech and Language Assessments
- Literacy and Maths Assessments
- Provision guidance descriptors / Ordinarily Available document will be referred to.
- Specialist assessments from other professionals

How can parents/carers find out more?

- Speak to your child's class teacher
- Speak to the SENCO
- Attend parents evenings and review meetings
- Refer to individual plans and arrangements

SEN provision and progress

The quality, appropriateness and impact of the overall provision are kept under regular review, through rigorous monitoring of the impact of interventions using observations, feedback from staff and checking progress data.

In addition to normal reporting arrangements and during the graduated approach, discussed during a One Plan meeting a **Pupil Support Plan** is developed in collaboration with the child, family, and all staff involved, along with specialists and other professionals. These are carried out termly to formulate outcomes looking at what is best for the child.

The progress of all children, including those with SEN, is monitored and assessed regularly by teachers and senior leaders. If the school has concerns about the progress of an individual pupil, further observations and assessments will be carried out to identify what the barriers are and what could be done to overcome them. Action planning is agreed and shared in pupil progress meetings with the pupils and their parents/ carers.

The Senco is able to seek further advice from an Educational Psychologist (EP) or the Inclusion Partner. (IP) The roles of the EP / IP is to support the school and ensure that all strategies have been tried to best support a child's additional needs.

How do we assess and review children's progress towards outcomes?

- Intervention records
- One Planning paperwork
- Pupil views
- Parents views
- Pupil progress meetings
- Observations
- Target Tracker data
- Personalised assessments
- Teacher Reports

How can parents and carers find out more?

- Speak to your child's class teacher
- Speak to the SENCO

- Attend parents' meetings and One Planning meetings
- Read the Pupil Support Plan
- Read your child's end of year report

Our Staff

Who is responsible for the Provision of SEN in our school?

All teachers are responsible for the progress and development of all children in their class, including those with SEND. They are responsible for ensuring the needs of every child are met. (0-25 SEND Code of Practice, sections 6.36, 6.52, 6.54)

The SENCO, Mrs. Varley. The SENCO has regular meetings with senior staff, teachers, learning support assistants (LSAs), families and other professionals about the provision for children with SEND across the school. Furthermore, the SENCO regularly attends SEN updates, local cluster meetings, relevant training and conferences to stay informed about latest policies and practices.

The Head Teacher: Mrs. S Golding is responsible for the day-to-day management of all aspects of the school; this includes support for children with SEND. Mrs Golding must make sure that the Governing Body is kept up to date about issues relating to SEND.

In addition **Mrs M. Dixon** who is our pastoral lead works alongside the Senco and Head teacher to ensure we are providing emotional and mental health support to any child who may need it. This includes ensuring they have access to counsellors and external agencies who may be able to support such as health visitors or the school nursing team.

Our teachers offer high quality teaching to all children, providing an inclusive curriculum. The teachers adapt learning to match each child's next steps and use a range of teaching strategies to meet different learning styles. Adapt is a term used in school that refers to how teachers make changes in order to ensure all children are successful in their learning. For example, a teacher may do some of the following to adapt for a child with special educational needs:

- provide additional time for a child to complete the same task as their peers
- alter the task itself
- use questions at different levels

- Use visual resources as a resource
- Learning support assistants (LSAs) are employed and trained to support SEND children in all classes, as well as during lunch and playtimes if required. LSAs are trained to run intervention programmes according to the needs of the children across the school. The SENCO has oversight of the interventions and monitors their quality and impact. Regular LSA meetings are held to discuss interventions, give feedback and receive updates.

What specialist services and expertise are available at or accessed by the school?

Local Authority provision available:

- Educational Psychology Service
- The Local Authority assign an Inclusion Partner and an Educational Psychologist to every school. They work closely with the Head Teacher and SENCo to ensure children with additional needs receive the best provision to help overcome barriers to learning.
- Essex SEND IASS (SEND Information advice and support service)

Health Provision available:

- School nurse
- Occupational Therapy
- Speech and Language Therapy (SALT)
- Dieticians
- Community Paediatrician
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Service)

How can you find out more about the expertise of staff and how specialist expertise will be secured?

- Speak to the SENCO
- Speak to your child's teacher

What arrangements are there for consulting parents of children with SEN?

We recognise the importance of parents and teachers working closely together. We always attempt to keep parents regularly informed of anything that may concern them or their children. Similarly, we ask parents and carers to share relevant information from home with us at school. At St Joseph's we have an open door policy and we encourage parents and carers to be actively involved in school life; for example, supporting home learning, attending meetings and joining in other events and activities. The class teacher and the SENCO hold regular One Planning meetings to update children's individual provision. Parents can also contact or make an appointment to see the SENCO at any convenient time if they have a concern or need advice.

Opportunities for consulting parents of children with SEN:

- One Plan Meeting
- Parents Evening
- Parents views
- Discussion
- Communication books
- Emails/ phone calls

How do we make sure the children are involved in their education?

Pupils with SEN are given equal opportunities to participate in all school activities and take on roles of responsibility. Our aim for all of our children, including those with SEN, is to be happy, confident and have high aspirations. We include the children in conversations about their progress, welfare and achievements, where appropriate, this is through the One Planning process.

How can parents and carers find out more about how we involve the children?

- Speak to the SENCO
- Participation in consultation and review meetings

How do we evaluate the provision we provide to pupils?

It is important that we review the procedures for delivering provision to children. We do this in several ways and keep parents informed through one planning meetings if a child's provision has been amended.

One of the ways we evaluate our provision is through the Senior Leadership Team's monitoring schedule. As well as observing in lessons and looking through books, the Senco will analyse the provision maps produced by each class teacher which lists the interventions being used in each class. We use target tracker to track a child's progress as well as a range of assessments such as Reading and Spelling Ages to ensure we are identifying where a child may have difficulties and we then choose an appropriate evidence based intervention based on this knowledge.

Transition

When children move into a different class the current teacher will meet with the new teacher and all children and their needs will be discussed. All children participate in 'Moving on Up days' during the summer term spending time getting to know their new teachers and LSAs. If necessary additional visits are arranged. SEN folders are updated annually for the receiving class teacher. The Senco records all information on each child on CPOMs.

We have a clear induction process for new children to our school. The class teacher will arrange visits to see the children in their current settings and at home, where appropriate the SENCO will be involved in these meetings. Prior to starting school, children have transition visits in the Summer term and if needed additional visits can be put into place to ensure the child gets to know the new adults and the environment.

When children are transferring to Secondary School, the SENCO and class teacher will meet SENCOs of the transferring schools. All SEN records will be passed on to the new settings. Parents of children with an EHCP are invited to discuss transitional provision with the potential secondary school at a transitional review. Extra visits for children with SEN are made in the summer term.

How can parents find out about transition arrangements for supporting pupils transferring between stages of education?

- Speak to SENCO (current and receiving school)
- Attend transition meeting and meetings with relevant professionals
- Visit receiving school
- Be involved in planned transition programme usually as part of the One Planning process

Our Governors

Our governing body is responsible for working with the SENCO to support SEND provision across the school. SEN information is regularly reported to the governors. The governing body's policies in regards to SEND, Safeguarding, disability and equality ensure the duty of the school to:

- Make referrals.
- Seek advice and support from the local authority and other bodies to meet the needs of children with SEN.
- Work closely with a range of services to help meet the needs of our pupils and their families.

How can you find out more about Governor involvement?

- Read the policies on the school's website
- Read more on the Local Offer - <https://send.essex.gov.uk/>

Our School facilities

The school makes every effort to ensure all children have full access to the curriculum and, where possible, specific equipment and facilities are provided. These resources can be secured through; the Physical and Neurological Impairment team / Vision Impairment / Hearing Impairment specialist teacher team, external advisors and professionals and the school itself.

How accessible is the school environment?

- There are two lifts giving access to all levels.
- There is a designated disability/wheelchair toilet within the school.
- Class allocations are adapted to ensure rooms are accessible for children with disabilities.

- We ensure that equipment being used is accessible to all children regardless of their needs.
- We have one disabled parking space at St Joseph's.
- The appropriate steps would be taken to procure any equipment or facilities required for a child with SEND.

Complaints Procedures

From time to time, many parents have a concern about their child's education. Many such concerns can, and should be, resolved at school level, particularly as they can often arise out of misunderstandings about the aims of the school and the methods employed to achieve them.

If you have a concern, you should approach, in the first instance, your child's teacher, the SENCo and then the Head Teacher. The governing body is also there to assist you and may be contacted through the school office.

If your concern relates to the curriculum, there is a statutory procedure established by the LA for dealing with written complaints. Details of this formal process are available from the school but you are asked to discuss your concerns with us first so that we may ensure that we have done all that we can to resolve the situation.

Both the SENCO and the Head Teacher aim to resolve any issues swiftly and in person, often coming to a mutual understanding and agreement.

How can parents find out how we respond to complaints?

- Look at our Complaints Procedure on the School website or request a copy from the School Office.

The Local offer

Essex County Council's Local Offer will:

- Give you information about education, health and care services
- Give you information about leisure activities and support groups

- Hold all the information in one place

INFORMATION regarding the LOCAL OFFER is published at - <https://send.essex.gov.uk/>