



St Joseph's Catholic Primary School

SEN Information Report 2024 –2025

Love, Learn Grow

St Joseph's Catholic Primary is a fully inclusive mainstream school. We strive to ensure that all children achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, social background, ethnicity, physical ability or educational needs.

At St Joseph's Primary School we strive to support all children to enable them to achieve their potential at school. Quality First Teaching is vital: however, for some children there are occasions during their school life when additional support may be needed to help them to achieve their targets.

Our SEND policy can be found on the school website.

1. How does the school identify and support children with special educational needs?

At St Joseph's we know the importance of early identification so that the appropriate support can be put in place in line with the SEND Code of Practice.

Progress and attainment in learning and personal wellbeing is monitored for all children in a variety of ways including in class observations, book looks, ongoing teacher assessment, diagnostic or summative assessments, 1:1 meetings with teachers. Any concerns regarding the progress and attainment of a child are raised quickly, barriers to learning are identified and appropriate support and resources are implemented. Where needed, referrals are made to specialist agencies such as speech therapy.

Support is organised to meet the individual needs of the child and may include differentiated work, 1:1 teaching assistant support, group support, intervention programmes, sessions with specialist practitioners or through the use of resources to aid access to learning.

Impact of support is monitored through 1:1 Meetings with teachers and Individual Learning Plan Reviews with parents/carers.

2. Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?

If parents/carers have concerns about their child's learning or well-being they should discuss these with the class teacher in the first instance as they will know your child best.

The Special Educational Needs Co-ordinator (SENCO) – Mrs Ford whose role is to co-ordinate and manage provision for children with SEND in the school. Support and advise staff and monitor the effectiveness of any extra support provided for children with SEND.

If you feel that you need to arrange an appointment with the SENCo. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the end of this report.

3. How will parents/carers be informed about a child's progress within the school and how will his/her progress be measured?

Attainment and progress are monitored throughout the year and data is collected for all children termly.

The progress of children with SEND is reviewed and discussed at termly Pupil Progress Meetings with the Senior Leadership Team, Class Teacher and SENCO. Underperformance is identified and actions and strategies put in place to support the child's learning.

Information about your child's progress will be communicated to you through termly consultation meetings and an annual report. More informally, parents can request a meeting at any time with the class teacher, making an appointment via the School Office.

In addition, if your child is on the Learning Support Register there may be:

- Meetings in school with outside agencies working with your child
- Communication books between class teacher and home
- Formal reports from other professionals

Individual Learning Plans

If your child has been identified as needing additional educational provision, in order to access learning, they will have an Individual Learning Plan (ILP). Learning Plans identify the barriers to learning and set out targets and strategies to support the child's needs.

Parents/carers are invited to a termly meeting where targets are shared and progress reviewed.

Education, Health and Care Plans (EHCP)

The progress of children with an EHCP is formally reviewed at an Annual Review. Parents/carers are invited to attend so that their views can be shared about their child's progress.

4. What support will parents/carers receive if their child has been identified as having special educational needs?

We identify children as having SEND (Special Educational Needs and Disabilities) through a variety of ways which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age related expectations' (ARE) or equivalent despite intervention being in place to support the child's learning
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: GL Assessment (Dyslexia Screening Test)
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

It is important that the staff at St Joseph's and parents/carers develop good, positive relationships so that both parties are able to support the child effectively.

In order to support parents/carers we offer the following:

- Access to the SENCO to discuss and share information
- Meetings with external professionals where appropriate
- Attendance at medical appointments if required

- Workshops to learn about phonics, reading and maths strategies in school
- Support from SENDIAS – the Local Authority parent support service

5. What support is offered to ensure the wellbeing of children with special educational needs and disabilities?

The wellbeing of all children at St Joseph's is important, it is the responsibility of all staff to ensure that children with special educational needs have their emotional and physical needs supported. There are procedures and opportunities for staff to discuss concerns or if they feel a child is in need of extra support.

We offer a range of interventions to support emotional wellbeing such as self-esteem programmes, anger management, social skills and speaking and listening groups.

We have a number of adults who are qualified First Aiders and a range of medical policies to ensure we are fully informed and able to support children's medical needs. Where needed risk assessments are completed.

Our safeguarding training and procedures are well embedded in the school.

6. How will teaching be adapted to support the child with special educational needs? We offer all children access to a broad and balanced curriculum and lessons are differentiated to ensure the learning is relevant and accessible to all. Teachers will plan to 'scaffold' your child's learning where appropriate so that they work towards the same outcomes of other children- this may mean adapting the approach to task for our SEND children. Differentiation may be in the form of adapted resources, scaffolds, adult support or a modified, personalised curriculum.

Planning is led and managed by the Class Teachers, supported by the SENCO where needed. In some cases external agencies may provide advice and resources to support teacher's plans for children with special educational needs.

7. What different types of support can the child receive in school? (e.g. small group or individual)

All children receive high quality teaching from their Class Teacher who will have the highest possible expectations for every child. Class teachers adapt their teaching so that your child is fully involved and able to access the learning in class. This may involve using more practical learning or providing different resources.

Intervention Groups

Where children have gaps in their understanding of an area of learning they may join an intervention outside of the lesson time. This may be run by a Teaching Assistant trained to deliver a specific programme for a set time and number of sessions. Progress within the intervention will be monitored by the Class Teacher.

Children with specific barriers to learning

Children needing a higher level of support will be at the stage of the SEND Code of Practice called SEN Support, which means they have been identified by the Class Teacher/SENCO as needing some extra specialist support in school from a professional outside of school, such as; a Speech Therapist, Educational Psychologist etc. The child will have an Inclusion Passport which will support their learning with specific strategies and resources.

Specified Individual support for your child of more than 12.5 hours in school

If your child is identified as needing a particularly high level of individual and small group teaching, which amounts to more than 12.5 hours a week, this will need to be provided via an Education, Health and Care Plan (EHCP) as this cannot be provided from the resources already delegated to

the school. This level of support would be appropriate for children whose learning needs are severe, complex and lifelong.

8. How will the school support the child in unstructured times such as lunchtimes and playtimes and enable him/her to have access to after school clubs, school trips and journeys?

All children are encouraged to be fully involved in the life of the school throughout the school day. This includes break times, activities such as participating in school trips, being a member of Pupil Voice or a Faith Ambassador, accessing sports and extra-curricular clubs.

In order for children with special educational needs to be able to attend school trips, the school complies with the Disability Discrimination Act (2010) in making reasonable adjustments for children with SEND. Individual risk assessments are completed in partnership with parents so that children have full access.

9. How does the school involve children in decisions that affect them?

We aim to involve children in reviews, expressing their preferences and decision making regarding things that affect them in school. This is done at an age appropriate level and includes the following:

- Sharing and reviewing targets on Individual Learning Plans
- Children with an EHCP are encouraged to contribute to the Annual Review process and where appropriate attend the meeting
- Children complete school questionnaires about what is working well and what could be improved
- All children are encouraged and supported to put themselves forward for roles of responsibility in school e.g. Prefect, Faith Ambassador, School Council etc.

10. How are the school's resources allocated to support children with SEND?

The school budget, received from Buckinghamshire Local Education Authority, includes money for supporting children with SEND. The Head Teacher decides how the budget for Special Educational Needs is distributed in consultation with the Trust, on the basis of the needs of the children currently in the school.

Consideration is given to the resources needed to support children to access learning, this includes Teaching Assistant support, staff training and the need to buy in external professional services to effectively meet the needs of the children.

Additional funding is allocated for children who have an EHCP to provide the additional support and resources required to meet their specific needs.

11. What services external to the school can provide support to children with SEND?

We work closely with a wide range of external agencies and professionals from education, health and social care.

The external agencies we have access to include:

- Local Authority Special Educational Needs Service
- Educational Psychology Service
- Specialist Teaching Service
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Occupational Therapy
- The Hearing Impaired Team
- The Visually Impaired Team
- School Nursing Service

12. How are staff in the school supported to work with children with special educational needs and what training do they have?

All teachers are teachers of children with SEND and so will have experience of working with a range of special educational needs and disabilities.

Where a specific need is identified the SENCO ensures that all staff involved with the child have the necessary training to be able to effectively support them.

In school the SENCO delivers relevant training for the needs of the school, supports planning and gives advice on appropriate resources to be used.

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 e.g. speech and language.

13. How will the school support the child in moving on to another school or to the next key stage in their education?

Times of transition can be difficult for all children, so at St Joseph's, we ensure that transition plans are in place for children with special educational needs when moving to a new school or a new Year group. This ensures that all staff involved have a good understanding of the child's needs and communication between old and new teachers allows for strategies and resources to be shared, with extra visits to new schools/classrooms arranged if necessary.

When children join St Joseph's in Early Years, the Early Years Leader and SENCO do joint visits to their nursery placements and observations of children with special educational needs so that the appropriate support can be in place for when they start school.

When children are moving to Secondary School, the SENCO makes contact with the new school so that information regarding the child's social, emotional and learning needs can be shared. A transition plan will be discussed and personalised arrangements put in place, so that the move is a successful one. All files are passed on to the new school securely and efficiently.

14. What provision is in place for children with disabilities, including how accessible the school environment is?

St Joseph's is a single storey building in Key Stage 1 and a two storey building in parts of Key Stage 2. The buildings, apart from the stairs, are fully accessible to children with disabilities, including wheelchair users. There are two disabled toilets in the school. All outside areas are also accessible.

Consideration and planning for children with disabilities is carried out before starting school so that arrangements for the following can be adapted if necessary:

- Entering and leaving school
- Access to facilities in school
- Class allocation
- Classroom organisation
- Timetables
- Breaks and lunchtimes
- Adapted resources needed
- Additional adult support
- Training needs of staff

Resources are provided to ensure children with disabilities have equal access to the curriculum, such as; IT equipment, ergonomic writing equipment and cutlery, loop scissors, visual timetable resources, equipment to support outdoor activities in P.E. etc.

For further information please see the Accessibility Plan on the school's website.

15. Who can parents/carers contact for further information?

Parents/carers who are concerned about the well-being or progress of their child should contact the child's Class Teacher in the first instance, who will liaise with the Team Leader/SENCO/Family Worker as appropriate to provide additional support and/or intervention.

Further information about the school's SEND Provision can be found in our policies and procedures on the school's website.

- www.stjosephschalfont.school

Links to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at

- www.bucksfamilyinfo.org/localoffer

If your child has additional needs and you are considering applying to the school, please contact the SENCO via the School Office for an initial visit and details on how to apply.

- School Office – 01753 887753

- For parent advice and support you can contact the SEND Information, Advice and Support (SENDIAS)

Tel: 01296 383754 or via <https://www.buckinghamshire.gov.uk/schools-and-learning/buckssendias-service/contact-sendias/>

