

SEND Information Report

St Joseph's Catholic Academy,
Norton

School Logo here

As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

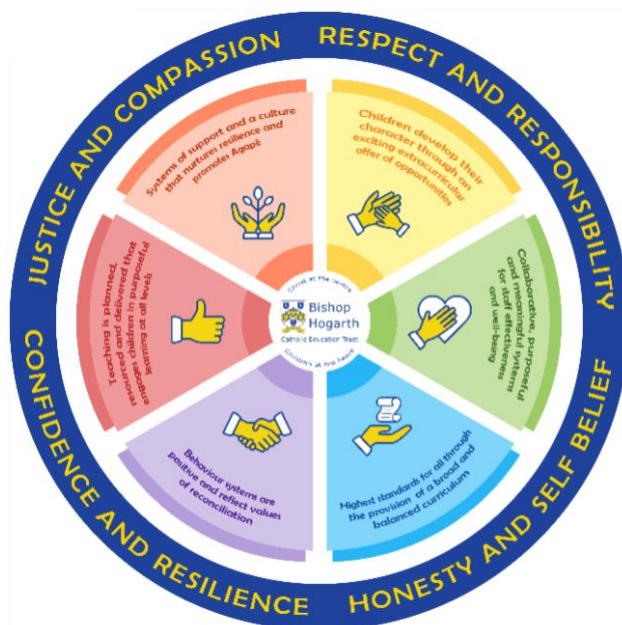
Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.

As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.



Approved on	June/July 2025
Next Review	June/July 2026

Our school's approach to supporting pupils with SEND

At St. Joseph's Catholic Academy, we believe that every child is a unique gift from God and should be nurtured, supported, and celebrated for who they are. Our inclusive ethos ensures that all pupils, including those with Special Educational Needs and Disabilities (SEND), are provided with the right support at the right time so that they can flourish academically, socially, emotionally, and spiritually. We are committed to removing barriers to learning and participation through early identification, personalised planning, and close collaboration with families and external professionals. Our provision is guided by the SEND Code of Practice (2015), with a strong

emphasis on the graduated response of assess, plan, do, and review, supported by clear communication and professional development for staff.

Early Years Foundation Stage (EYFS)

In the Early Years, we recognise the importance of early identification and intervention. Through careful observation, play-based assessment, and strong partnerships with parents and carers, staff are able to spot emerging needs quickly and respond appropriately. Our EYFS provision is highly nurturing, with a focus on developing communication and language, early social interaction, and emotional regulation. We work closely with speech and language therapists, early years advisors, and health professionals to ensure that children with SEND are supported to make a smooth and positive start to their school journey. Enabling environments, sensory resources, and routine-based visuals support all learners to feel secure and confident.

Key Stage 1

In Key Stage 1, our aim is to build on the foundations laid in EYFS and ensure that children with SEND are fully included in all aspects of school life. Staff differentiate lessons and use adaptive teaching strategies to meet a range of needs, including those related to cognition and learning, communication and interaction, sensory and physical development, and social, emotional and mental health. Our phonics provision (Sounds~Write) is delivered with fidelity and with additional scaffolding where needed. Interventions are carefully chosen, time-limited, and evidence-based, and we continue to work in close partnership with families and outside agencies to ensure pupils receive holistic and consistent support.

Key Stage 2

In Key Stage 2, we focus on developing increasing independence, resilience, and preparation for the next phase of education. Our approach remains child-centred, with support tailored to the needs and aspirations of each pupil. Targeted interventions in reading, writing, mathematics, and emotional wellbeing are balanced with inclusive classroom strategies that allow pupils to access the full breadth of the curriculum. Pupil voice plays an important role, and children with SEND are encouraged to contribute to their own support plans and reflect on what helps them to succeed. We prepare pupils for secondary transition through structured programmes, additional visits, and enhanced communication with receiving schools.

How will the school staff support my child?

The graduated response-Identifying, planning for and supporting pupils with SEND

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



How does the school know if children need extra help and what do I do if I think my child has special educational needs?

1. Assess

Our teachers notice if a child is falling behind or struggling in class and they then have a discussion with the SENCO. At this stage we would gather information by comparing results with expected standards for their age or development stage. We would look at previous work, data and reports to identify gaps or delays. At this point we would have a meeting with parents to discuss our concerns and they can often provide us with insights into behaviour, concerns or developmental milestones. From there we would look towards specialist input (if needed) from educational psychologists, speech and language therapists etc. If this evidence shows that a child is not making expected progress, we would put a support plan in place.

2. Plan

Once we have identified a need, we create a support plan together – everyone contributes to the plan. Our teachers talk to the child and have a discussion about what the child thinks is their strengths and areas to develop. We also discuss the targets with them so they are aware of what they are working towards. Our support plans include targeted interventions, specific goals which are clear, measurable outcomes to work towards and parents and child views.

3. Do

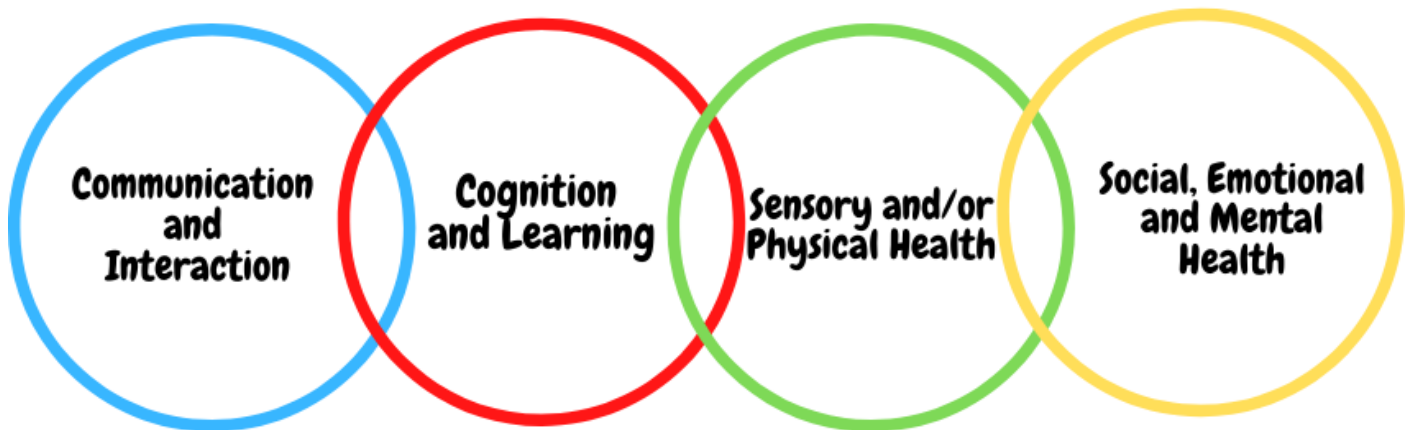
Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class. Daily planning considers individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND. Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning. Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised. Additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this. We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

4. Review

After a set period of time (generally 6-12 weeks) we review the progress on the support plan. We look at the impact of the plan and see whether the child has met their goals, is the intervention working and identify if the child still needs support, different support or less help. We use the review to decide whether to continue, change or stop the intervention. Depending on the outcome of the review we would begin the cycle again if necessary.

How will the curriculum at our school be matched to my child's needs?

The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

Communication and Interaction

Strategies to support children with these needs include:

- Visual supports: We use visual timetables, prompts and pictures to help understanding and routines.
- Clear instructions: We use short, clear and simple language. Break down tasks into small steps.
- Consistent routines: This helps reduce anxiety and supports understanding.
- Supportive classroom environment: We like our classrooms to have low noise, minimal distractions and structured spaces.
- Modelling: Our teachers model good communication (e.g., eye contact, turn-taking).
- Scaffolding: We use sentence starters, word banks etc to help children complete tasks.
- Partner work/talk: Pairing children with peers to support interaction and inclusion.

Cognition and Learning

Strategies to support children with these needs include:

- High Quality Teaching: We adjust tasks, questioning, and resources to match a child's ability.
- Visual aids and prompts: We Use pictures, diagrams, and visual instructions to support understanding.
- Chunking tasks: We break learning into small, manageable steps.
- Modelling and scaffolding: Our teachers demonstrate tasks and gradually remove support as confidence builds.
- Repetition and overlearning: Frequent review of concepts to reinforce memory.
- Multi-sensory teaching: We combine visual, auditory, and kinaesthetic methods (e.g. using physical objects, drawing, speaking aloud).

- **Use of Technology:** Laptops, tablets and chrome books or assistive technology are used throughout our school to support writing, reading, presentation or organisation.

Sensory/Physical

Strategies to support children with these needs include:

- **Inclusive classroom design:** We ensure physical accessibility (wide doorways, ramps, uncluttered pathways).
- **Flexible seating arrangements:** We allow children to choose quieter areas, or use wobble cushions, stand at their desks, or comfortable chairs.
- **Sensory-friendly environment:** We try to minimize loud noises and harsh lighting (some children wear ear defenders) We Use calming colours and consistent routines in the classroom and we Display visual timetables and have now/next boards for children who need them.
- **Awareness training for staff and Children**
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- **Sensory room** – We have a room that children can access and some OT exercises they can do.

Social, Emotional and Mental Health

Strategies to support children with these needs include:

- **Positive behaviour policy:** We have clear, consistent expectations focusing on positive reinforcement and restorative practices.
- **Emotionally literate environment:** We have zones of Regulation displays, feelings charts/check-ins, access to calming areas (sensory room).
- **Social-emotional curriculum:** We use our PSHE lessons, mindfulness activities, and circle time to build self-awareness and coping skills.
- **Staff training** is available on trauma-informed practice, mental health awareness, de-escalation, and emotional coaching. (provided by Alliance)
- **Strong relationships:** Our adults are always consistent, we follow consistent routines, and provide safe spaces to help our children feel secure.

What training is provided for staff supporting children with SEND?

We work closely with our school support advisor (once a fortnight) who can guide us on to training for specific needs.

We work closely with Alliance who offer training on trauma, emotions and wellbeing (meet termly).

LA provide SEND training (annual training available given to us at the beginning of the academic year)

Cochlear Implant training (all staff had this at the beginning of the year as well as the children in the specific class).

How do we support transition in our school?

Transition within classes/key stages:

To support a smooth transition, our children are given the opportunity to meet their new class teacher towards the end of the summer term. For pupils who require additional support, personalised transition booklets are created. These booklets include photographs of key staff (such as the new teacher and teaching assistant), the new classroom environment, cloakroom areas, and other relevant spaces. They also provide clear information about daily routines and the class timetable to help familiarise pupils with what to expect in September.

Transition to Secondary settings:

In the summer term, our (primary) SENDCo and class teacher meet with the secondary school's SENDCo to share detailed information about each of our pupils with SEND who will be transitioning to their setting. This ensures continuity of support and provision. In addition to the standard transition arrangements, our secondary schools offer an enhanced transition programme for pupils with SEND. This typically includes a series of visits over three days, allowing pupils to meet key staff, become familiar with the new environment, and begin to build confidence ahead of the move to secondary school.

Where can I get further information about services for my child?

The Local Offer sets out local, regional and national, special educational information, services and provision available for children and young people who have SEN and or disabilities (SEND)

<https://www.stockton.gov.uk/SEND-local-offer-education>

SENDIAS (Special Educational Needs and Disabilities Information, Advice and Support Service) is a key place where parents can get more information and support regarding services for children with SEND.

They can help with:

- Understanding the SEND process
- Education, Health and Care Plans (EHCPs)
- School placements and transitions
- Meetings with the local authority or schools

- Dispute resolution and mediation

Stockton-On-Tees has its own SENDIAS service. <https://www.stockton.gov.uk/SEND-IASS-for-parents-and-carers>

What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan

Accessibility

Activities Outside of School

1. SNAPS (Special Needs Activities with Parent Support)

SNAPS offers a range of regular activities for children and young people with special needs, aged 0 to 25. Activities include swimming, soft play, football skills, games and crafts, ice skating, cinema visits, bowling, and climbing wall sessions. Parents/carers are required to stay and be responsible for their young people at all times. stocktoninformationdirectory.orgstocktonparentcarerforum.co.uk

2. Daisy Chain

Daisy Chain provides support for families affected by autism in the Tees Valley. They offer a safe space for families to access services, support groups, and activities aimed at reducing isolation and promoting inclusion. stocktonparentcarerforum.co.uk

3. Holidays Are Fun (HAF) Programme

The HAF programme offers free holiday activities, including a meal at each session, for eligible school-age children in Stockton-on-Tees. Activities include horse riding, boxing, gymnastics, trampolining, martial arts, climbing wall, football, arts and crafts, ice-skating, bushcrafts, watersports, swimming, and dancing. SEND-specific sessions are also available. kingedwin.zohosites.com+3stockton.gov.uk+3stockton.gov.uk+3stockton.gov.uken.wikipedia.org+6stockton.gov.uk+6digital.stockton.gov.uk+6

4. SEND Local Offer - Short Breaks, Leisure, and Activities

The SEND Local Offer provides information on short breaks, clubs, hobbies, and leisure facilities available in Stockton-on-Tees for children and young people with SEND. This includes details on how to apply for Short Breaks grants and information on various leisure activities. stockton.gov.uk+3stockton.gov.uk+3stocktoninformationdirectory.org+3

Inclusive Community Activities

5. ARC Theatre & Arts Centre

ARC Theatre & Arts Centre offers a variety of arts-based education and entertainment through partnerships with other organizations. They provide opportunities for children and young people to engage in theatre, dance, music, and other creative activities. en.wikipedia.org

6. Animal Club Stockton-on-Tees

Animal Club offers interactive educational or social animal encounter experiences. They tailor visits to the requirements of any primary, secondary, or SEN school, party, group, or special event, providing children with the opportunity to learn about and interact with animals in a safe and controlled environment. animal-club.co.uk

Outdoor and Nature-Based Activities

7. Preston Park Museum & Grounds

Preston Park offers a range of outdoor activities, including nature walks, adventure play areas, and a skate park. The park provides a sensory-friendly environment for children to explore and engage with nature. en.wikipedia.org

8. Ropner Park

Ropner Park is a free public park offering open spaces, playgrounds, and recreational areas suitable for children with SEND to enjoy outdoor activities. en.wikipedia.org

For more information and to access these services, parents and carers can visit the Stockton Information Directory, which provides a comprehensive list of local services and activities for children with SEND.

What to do if you have a complaint, a compliment, or a query.

When a parent or carer shares positive feedback about SEND provision, the school acknowledges the compliment and ensures it is shared with the relevant staff, such as the class teacher, SENDCo, or support staff. Compliments may also be highlighted in staff meetings or newsletters to celebrate successes and promote good practice across the school.

If a parent or carer has a question or minor concern about SEND provision, they are encouraged to raise it informally with the class teacher or SENDCo. Most issues are resolved promptly through a conversation, phone call, or meeting. If further clarification or support is needed, the SENDCo may arrange a follow-up meeting to explain existing support plans, such as IEPs or EHCPs, and discuss the adjustments currently in place. The school may also explore additional resources or involve external professionals where appropriate, to ensure the child's needs continue to be effectively met.

If a parent feels that their concern has not been resolved through informal discussions, they can initiate the school's formal complaints procedure by submitting a written complaint to the Headteacher. The Headteacher will investigate the issue and respond, usually within 10 working days. If the matter remains unresolved, the complaint can be escalated to the SEND Governor or a Complaints Panel of the governing board, who will review the case, may hold a meeting, and provide a written response. For complaints specifically related to Education, Health and Care Plans (EHCPs) or local authority provision that are still unresolved, parents have the option to contact the Local Authority's SEND team, seek advice from SENDIAS, approach the Local Government and Social Care Ombudsman, or appeal to the Tribunal Service (SENDIST).

The school details and relevant contacts

School office: 01642 360401

Headteacher: Anthony McGeeney

SENDCO: Lucy Ellis

Name of school SEND governor.

Julia Douglas