

Special educational needs (SEN) information report

St Joseph's Catholic Primary School



Approved by:	Governors	Date: September 2026
Last reviewed on:	October 2026	
Next review due by:	September 2027	

St Joseph's is a fully inclusive school where the needs of all of our children are central to our educational philosophy. We aim to develop the social, cultural, intellectual, aesthetic, physical, moral and spiritual attributes of each child in our care.

The pursuit of excellence is at the heart of our school and forms an integral part of the education we offer which enables all pupils to develop to their full potential. Children of all backgrounds and cultures are welcomed, valued and supported to allow all to make the very best progress they can.

We aim to remove barriers to learning and participation to promote the development of all children as independent learners. We understand and acknowledge that children have individual educational needs and require personalised strategies for learning and participation.

We endeavor to meet individual needs as we know that children benefit from a range of different teaching approaches and experiences. This document outlines the variety of ways we ensure we support our children with SEND (Special Educational Needs and/or Disabilities) to achieve their potential. It outlines the skills, resources, and techniques that we currently use to provide a full range of educational and pastoral support for all of our children. This continues to be developed and modified to meet the changing requirements of each individual child, allowing them to receive a unique provision.

If you would like further information about the support we can offer, please contact: the school SENDCo, Mrs K Bertram via phone on 0191 5364311 or via email enquiries@stjosephsjarrow.co.uk. In addition, our school SEND link governor, Emma Shaunessy, is contactable via the school office on 0191 5364311 or via email enquiries@stjosephsjarrow.co.uk.

Children at St Joseph's with SEND are identified and taught following the requirements of the Special Educational Needs and Disability Code of Practice: 0–25. Children are identified as having SEND when concerns have been raised by parents and professionals prior to joining, or school or their progress has slowed significantly, and school-based interventions have not enabled improvement. Concerns may be identified by school, medical professional, external agencies or by you as a parent/carer.

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND identification and school strategies, please read our SEND policy.

You can find it on our website www.stjosephsjarrow.co.uk

Identification of SEND

St. Joseph's uses the SEND Ranges and SEND in the Mainstream documents, in line with Local Authority policy, to identify children's needs. The broad areas of SEND are difficulties in the areas of:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Staffing (SEND)

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs K Bertram

Mrs Bertram is a qualified SENDCo and achieved her NPQSEN in July 2026. She has been teaching for 20+ years across all age phases of the Primary School, specialising in Early Years and Early Identification of Need for many of these.

Trainee SENCO

Our assistant SENCO is Mrs Whalen who is currently studying for her NPQSEN. Mrs Whalen has had significant teaching experience across the Primary School and is currently our EYFS lead.

Class Teachers

Teachers receive in-house CPD focused on SEN training and updates, and are supported by the SENCO to meet the needs of pupils who have SEN. Staff have undergone whole school PACE training to help support behaviour management and SEMH in school (Playfulness, Acceptance, Curiosity and Empathy), VR Trauma Training, Inclusion service support on using visuals, adaptive teaching, Action Planning, SMART targets, Zones of regulation training from Educational Psychologist, Executive Functioning Skills and changes to SEND in the mainstream system delivered by the Local Authority. SEND learning walks and ongoing monitoring allow for SENDCO and SLT to ensure training is being used to impact and support Teaching and Learning.

Teaching assistants (TAs)

We have a team of eight TAs, including two higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision as well as a highly qualified Child Well-being lead who supports our children with SEMH needs in school.

We have a specialist teaching assistants who is trained to deliver Life Skills interventions for a specific group of children identified via our SEND register and their identified level of need. These sessions provide practical opportunities to develop independence, communication, social interaction and emotional regulation skills, helping them to navigate everyday life with greater confidence and success both in and out of school. Mrs Armour is supported during these sessions by any adults who act in the roll of 1:1 support for specific children.

External agencies and experts

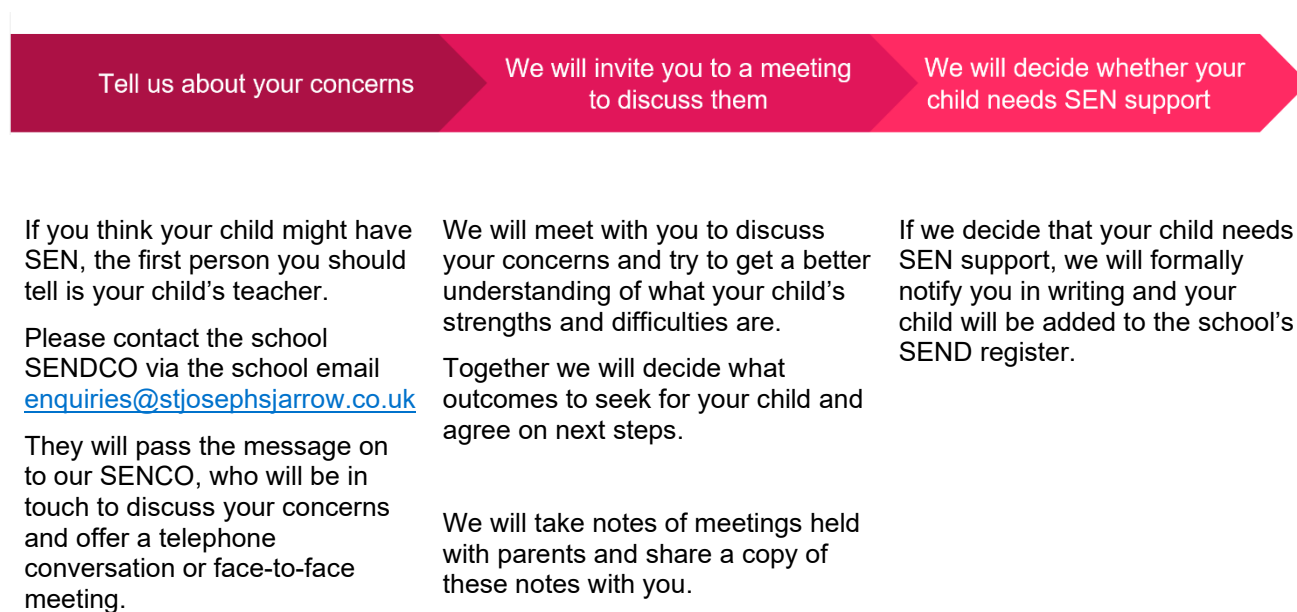
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Right to choose
- Health Visitors
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services

- Voluntary sector organisations
- Emotional Resilience
- Healthy Minds Team
- Inclusion Service
- SEND monitoring officer
- SEND support officer
- BCCET SEN Team
- CYPS
- Lifecycles
- Portage and Pre-school
- Specialist Teachers from EPS (Jill Everett)
- Road Centre Counselling
- Ashley Child Development Centre (ACDC)

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

If you have worries or concerns about whether your child may have SEN then you are encouraged to communicate with school as quickly as possible. This can be a very difficult conversation to have. Please be reassured that school staff are always available to have supporting conversations with you. Early intervention and identification of need is best, so early discussions during nursery home visits, visits to nursery and information shared on pupil information forms will help us better support your family and child through this process.



How will the school know if my child needs SEN support?

All teachers are responsible for identifying and responding to pupils' additional needs. Through ongoing assessment, monitoring and quality first teaching, staff carefully track pupils' academic progress, development and wellbeing. This includes attainment and progress in Reading, Writing and Mathematics in Key Stages 1 and 2, as well as progress within the Prime Areas of Learning in the Early Years Foundation Stage (Communication and Language, Physical Development, and Personal, Social and Emotional Development).

Where a pupil is not making expected progress, the class teacher will first consider whether there are barriers to learning that can be addressed through appropriate intervention, targeted support or adaptations to teaching. Many pupils make good progress when specific gaps in learning are identified and addressed.

If, despite high-quality teaching and targeted support, a pupil continues to experience difficulties in making expected progress, the class teacher will consult with the SENDCo and discuss their concerns with parents/carers.

The SENDCo will gather a range of information to build a clear understanding of the pupil's strengths and needs. This may include classroom observations, discussions with staff, analysis of assessment information, consideration of attendance and behaviour records, and comparison with age-related expectations and relevant national data. The views of parents/carers and the pupil will also be sought as part of this process.

Where appropriate, advice may be sought from external professionals, such as Speech and Language Therapists, Educational Psychologists, Health Professionals or other specialist services.

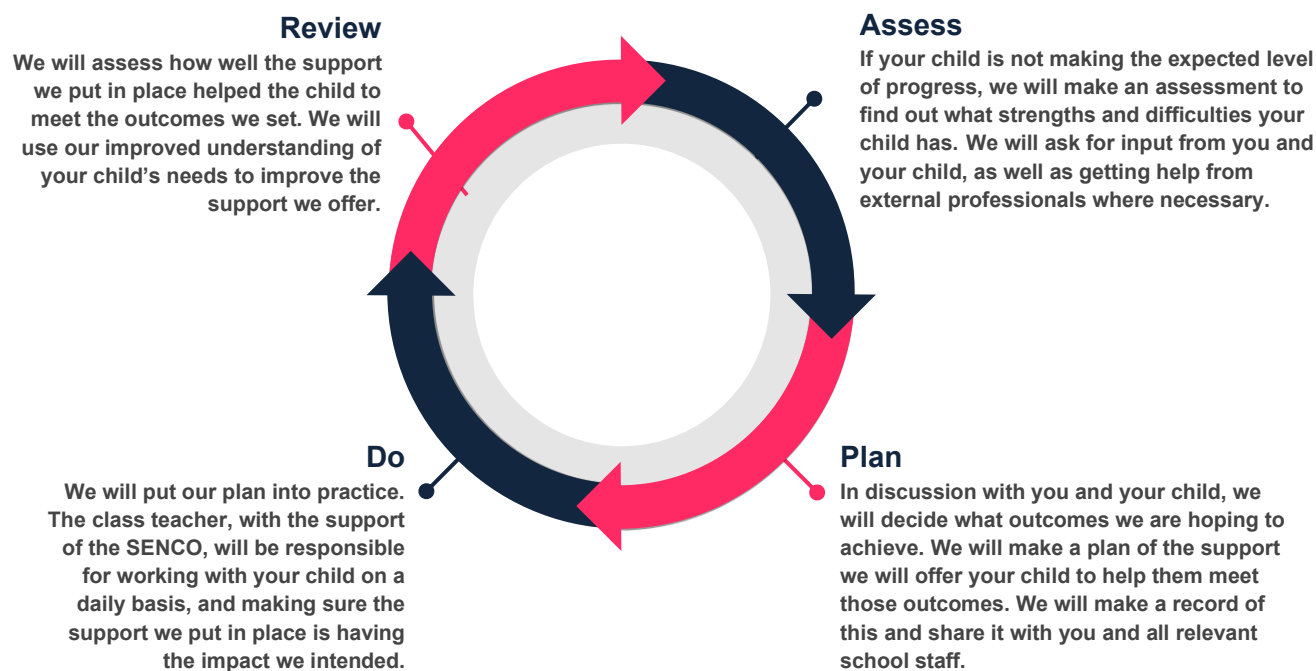
Following the graduated approach of Assess, Plan, Do, Review, all available evidence will be considered to determine whether the pupil requires SEND Support. Parents/carers will be informed of the outcome and involved in planning any provision.

Where SEND Support is identified as necessary, the pupil will be added to the school's SEND Register and an individual SEND Support Plan will be developed in partnership with parents/carers, the pupil and relevant staff. This plan will outline the pupil's identified needs, agreed outcomes, support strategies and arrangements for regular review.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress via a bespoke Action Plan linked to your child's area of need.

Your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support where appropriate.

We know that parents and carers are often best placed to understanding your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support, we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey (pupil voice)

How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum at St Joseph's Primary school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. Quality First Teaching (QFT) is used consistently across school to help model and support quality teaching and learning so that everyone understands how to learn to the best of their ability.

These adaptations include:

- Adaptations made to our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Being adaptive in our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on their level of need in small groups or 1:1 and have an awareness of the barriers to learning a child or children may be facing.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy linked to advice from professionals or as a screening tool in Nursery using the ECAT resources
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Pen grips Assistive technology – laptops, ipads, reading pens
	Moderate learning difficulties	Resources suggested by professionals linked to advice
	Severe learning difficulties	On advice from professionals when required
Social, emotional and mental health	ADHD, ADD	Quiet workstation, alternative environments, movement breaks, Life Skills, fidgets, kick bands
	Adverse childhood experiences and/or mental health issues	Life Skills sessions and access to Child Well-being lead.
Sensory and/or physical	Hearing impairment	Classroom positioning, advice from professionals
	Visual impairment	On advice from professionals when required
	Multi-sensory impairment	On advice from professionals when required
	Physical impairment	Advice from professionals, Occupational Therapists and Physio Therapists

These interventions are part of our contribution South Tyneside Council's local offer. Please see link below:

[Sendlocaloffer.southtyneside.gov.uk](https://sendlocaloffer.southtyneside.gov.uk)

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil voice and All About Me documents
- Monitoring by the SENCO
- Using provision maps to measure progress and STJ Action Plans
- Holding an annual review (if they have an education, health and care (EHC) plan)*

*For children under 5 a bi-annual review will be held

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise
- Refer to outside agencies and seek additional funding such as STEP funding or refer for a Needs Assessment

If this is deemed necessary, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 (Notional Budget) of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All extra-curricular activities and school visits are available to all of our pupils, including before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to The Youth Village (YMT) or Thurston OEC.

All pupils are encouraged to take part in whole school events and activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included, including at times, the need for a personal risk assessment.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- Ensure all admissions policies and procedures are clear, accessible, and available in a range of formats if required.
- Welcome applications from all children regardless of disability, special educational needs (SEN), medical needs, ethnicity, language, religion, gender, or family circumstances.

- Provide opportunities for parents/carers to discuss their child's individual needs before admission.
- Make reasonable adjustments to the admissions process to remove barriers for disabled children.
- Consider any accessibility needs when arranging visits, meetings, or transition activities.
- Gather relevant information from parents, previous settings, and professionals to support a successful transition.
- Ensure admissions decisions are based on published criteria and not influenced by a child's additional needs or disability.
- Treat all families with dignity, respect, and confidentiality throughout the process.
- Provide equal opportunities for children to access school visits, induction sessions, and transition support.
- Work collaboratively with parents, carers, and external professionals to plan appropriate support where needed.
- Monitor admissions practices regularly to identify and address any potential discrimination or inequality.
- Ensure staff involved in admissions understand their responsibilities under equality and SEND legislation.
- Promote a culture of inclusion where every child is valued and welcomed into the school community.

How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to take an active role in additional school activities and responsibilities, such as the school council or representing the school in other roles included in our pastoral offer.
- Pupils with SEN are also encouraged to be part of our Life Skills club to promote teamwork/building friendships
- We maintain a zero-tolerance approach to bullying, rooted in our Catholic ethos and Gospel values. Through the consistent implementation of our behaviour policy, high expectations for conduct, restorative practices and strong partnerships with families, we promote a culture of kindness, respect and inclusion. Our bespoke RSE curriculum, supported by Ten:Ten, Pol-Ed and The Way resources, further develops pupils' understanding of positive relationships, personal responsibility and the importance of treating every individual with dignity.
- Our dedicated Child and Wellbeing Lead provides one-to-one and small-group support for pupils requiring additional emotional, social or mental health support. They also lead mindfulness and wellbeing clubs, work closely with parents and carers, and provide guidance, resources and signposting to ensure children receive the support they need to thrive both in school and at home.
- Where appropriate, we work in partnership with parents and carers to access support from external agencies, including counselling and mental health services. The school can provide guidance, seek professional advice and facilitate referrals to ensure pupils and families receive timely and appropriate support.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

To help pupils with SEN be prepared for a new school year we:

- Both the current teacher and the class teacher for the next academic year will attend a meeting to discuss the pupil's SEN needs
- All documents, paperwork and support plans are shared highlighting provision which has had a positive impact.

- Pen portraits of children are shared to ensure that new staff are fully aware of the most successful ways to support pupils from the start.
- Lessons visits with the incoming teacher towards the end of the summer term.
- Transition support at St Joseph's is very strong with additional, extended transition offered to those with SEN.
- Bespoke transition arrangements are made depending on the needs of the children. This could include, additional visits, photo stories and booklets, social stories regarding change etc.

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Extended transition support can be offered through the Emotional Resilience Team and Healthy Minds Team as well as bespoke arrangements organised through discussions with pupils, parents and SENDCO.
- Work with Nexus who will deliver a 'bus induction' in preparation for independent travel to secondary school

What support is in place for looked-after and previously looked-after children with SEN?

The Headteacher, Anthony Kennedy, will work with Kate Bertram, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Staff will liaise with all professionals and The Virtual School who are responsible for LAC and PLAC children within the LA.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a Personal Education Plan (PEP). We will ensure that the PEP and any SEN Support Plans or Education, Health and Care (EHC) Plans are aligned, consistent and complement one another.

Where looked-after or previously looked-after pupils have experienced significant trauma, attachment difficulties or adverse childhood experiences, the school will seek advice from relevant professionals and access appropriate training for staff. This will ensure that all adults working with the child have a strong understanding of trauma-informed practice and are best placed to provide effective support, promote emotional wellbeing, and remove barriers to learning.

What should I do if I have a complaint about my child's SEN support?

Concerns about SEN provision in our school should be made to the child's class teacher in the first instance, then shared with the school SENCO (Mrs Bertram) and SLT. They will then be referred to the school's complaints policy if appropriate.

If you are not satisfied with the school's response, you can escalate the complaint in writing as per the schools complaints policy.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Exclusion
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

- › [SENDIASS South Tyneside](#)

Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages