

SEND Information Report

St. Joseph's Catholic Primary School Coundon



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

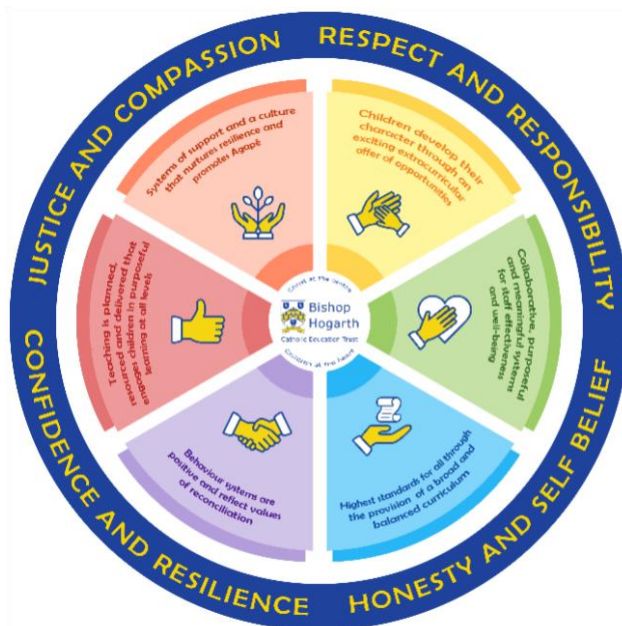
compassionate towards others, especially the vulnerable.

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

Our Intention:

Here at St. Joseph's, we value every child and celebrate diversity of their experiences, interests and achievements. We are determined every child will flourish during their time in St. Joseph's and will be prepared for their next stage of their educational journey. Inclusivity is at the heart of everything we do, and no child is limited to what they can achieve.

Through successful implementation of policy and legislation, our school aims to:

- Eliminate discrimination
- Promote equal opportunities for all, no matter of their background, needs or barriers
- Foster strong relationships between pupils with SEND and pupils without SEND to ensure all feel a sense of belonging

Here are St. Joseph's, we intend for our children to:

- Understand they are made in the image of God, each one special and unique;
- Resiliently access all areas of the curriculum and school life, including educational visits and enrichment opportunities, with confidence
- Make progress spiritually, socially and academically;
- Become independent and confident learners, who dream big and know they can achieve anything they put their mind too

Our Implementation:

Our implementation of practice and strategies is based on the key recommendations outlined by the EEF. We are committed to providing a purposeful, progressive and empowering curriculum that is ambitious for all and prepares learner for the next steps in their learning journey.

Through our ambitious curriculum, we aim to:

- Create a nurturing and supportive environment for all, where all feel a sense of belonging;
- Build an ongoing, holistic understanding of our pupils and their needs, working in partnership with their families and external professionals;
- Use adaptations and high-quality teaching so children have access to all areas of the curriculum and school day;
- Complement high quality teaching with selected small group and one to one intervention;
- Effectively deploy teaching assistants and support.

Our Universal Provision:

At St. Joseph's, we know that any provision that is provided for children with SEND is hugely beneficial to those without SEND. If we get it right for our SEN pupils, we get it right for all.

Here is some of our universal provision that is provided across the school to support all children, specifically developed to support those with SEND:

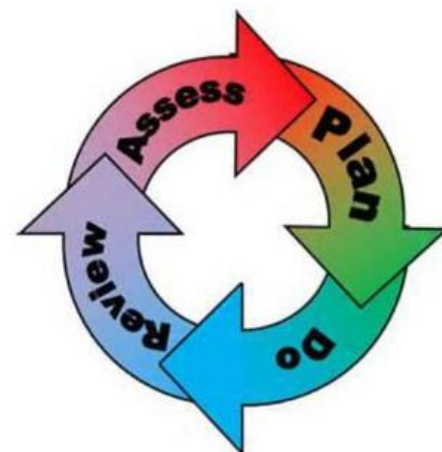
- High quality teaching (quality first teaching) that is personalised to meet the needs of every child
- Broad, balanced and cohesive curriculum that recaps previous learning and allows for deep, meaningful connections to be made
- Use of EEF 5-a-day principles
- Consistent lesson pedagogy that incorporates the EEF's 7 step model to support metacognition and reduce cognitive load
- Consistent use of Active Inspire flipcharts for lesson delivery, supported with icons and consistent font usage
- Pastoral, emotional support from teaching, teaching assistants and our designated Wellbeing Lead.
- A personal development curriculum that develops key character traits, such as resilience, as well as key skills such as leadership, team work and communication.

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

Identification: The identification and provision for children with SEND follows a **graduated approach**, in line with our SEND policy. A child may be identified as having SEND if they are not making the expected progress compared to their peers, or if the gap between their achievement and age-related expectations is widening. Teachers continually monitor all pupils' progress using a combination of **formative** (day-to-day) and **summative** (end-of-term or standardised) assessments. If a child is not making expected progress, the class teacher will discuss this with parents or carers. Together with the SENCO, they will explore any potential barriers to learning and consider appropriate support strategies.

As part of this process, the following may be used to inform our understanding of a child's needs:

- Teacher observations and internal assessments
- Screening or diagnostic tests
- Specialist assessments (where appropriate)
- Vision and hearing checks
- Progress against curriculum expectations
- Parent and pupil views
- Advice from external professionals (with parental consent)

SEND Register: If initial assessments indicate that additional support is needed, your child may be placed on the SEND Support Register. At this stage, the class teacher will develop a support plan with clearly defined, achievable targets and outline the specific strategies and in-class support that will be provided. The SEND Register is reviewed regularly and is a flexible document. If your child begins to make expected progress, they may be removed from the register. Similarly, children can be added at a later stage if new needs arise.

High Needs Funding and EHCPs: For children with more complex or significant needs who require a high level of support, we may consider applying for High Needs Funding or an Education, Health and Care Plan (EHCP). These applications are usually made in collaboration with external agencies and always involve consultation with parents or carers throughout the process.

2. Plan

The class teacher holds overall responsibility for the welfare, learning, and progress of your child. Any additional provision is thoughtfully planned and implemented by the class teacher and supported by experienced teaching assistants. The process is overseen by our SENCO, Mrs. F Brown, who works closely with staff and parents to ensure the best outcomes.

If a child is receiving additional support but is still not making the expected progress, the SENCO will be consulted to help review and plan the next steps in your child's learning journey.

All lesson planning remains the responsibility of the class teacher. Children with Special Educational Needs and/or Disabilities (SEND) continue to learn alongside their peers, within their mainstream classroom. Where needed, the teacher will make reasonable adjustments to the lesson delivery, tasks, or learning environment to support access and participation. These adaptations are recorded in the child's SEN Support Plan. Where appropriate, we also use interventions, which are selected based on your child's specific needs.

Support may take many forms, including:

- Small group intervention work
- Sensory-based support strategies
- Targeted 1:1 support, when required

Children's SEN Support Plan targets are most often linked to cognition and learning, with a focus on areas such as reading, writing, and numeracy. However, depending on individual needs, targets may also relate to:

- Communication and interaction
- Sensory or physical needs
- Social, emotional and mental health (SEMH)

3. Do

Our teachers are highly skilled in adapting teaching and learning to meet the diverse needs of all pupils within their classrooms. Daily lesson planning considers individual children's needs and is carefully annotated and adjusted as necessary to ensure every child can access the curriculum.

For children identified with Special Educational Needs and/or Disabilities (SEND), specific consideration is given in planning to support their progress. Teachers make explicit reference to SEND needs and tailor their lessons accordingly.

We use a variety of adaptive teaching strategies to ensure all children experience both success and challenge in their learning. This may include:

- Adapted and scaffolded tasks and resources
- Varied teaching approaches to suit different learning styles
- Carefully considered grouping arrangements based on pupils' strengths and areas for development

Additional adults (e.g., teaching assistants) work with both individuals and small groups. Their role is to provide targeted support while encouraging the development of independent learning skills. Class teachers closely monitor this support to prevent pupils from becoming overly dependent on adult guidance.

We place high value on partnership with parents and carers. Regular opportunities are provided for individual meetings to share updates, clarify strategies, and offer guidance on how you can support your child's learning at home.

4. Review

Reviewing Progress and Communication: At the end of each term, you will be invited to meet your child's class teacher to review the additional support provided and set new targets. Pupils and parents are encouraged to share their views during these meetings.

Parent Consultation Evenings are also held every term to discuss your child's progress, with a final meeting in the Summer Term to review the end-of-year report.

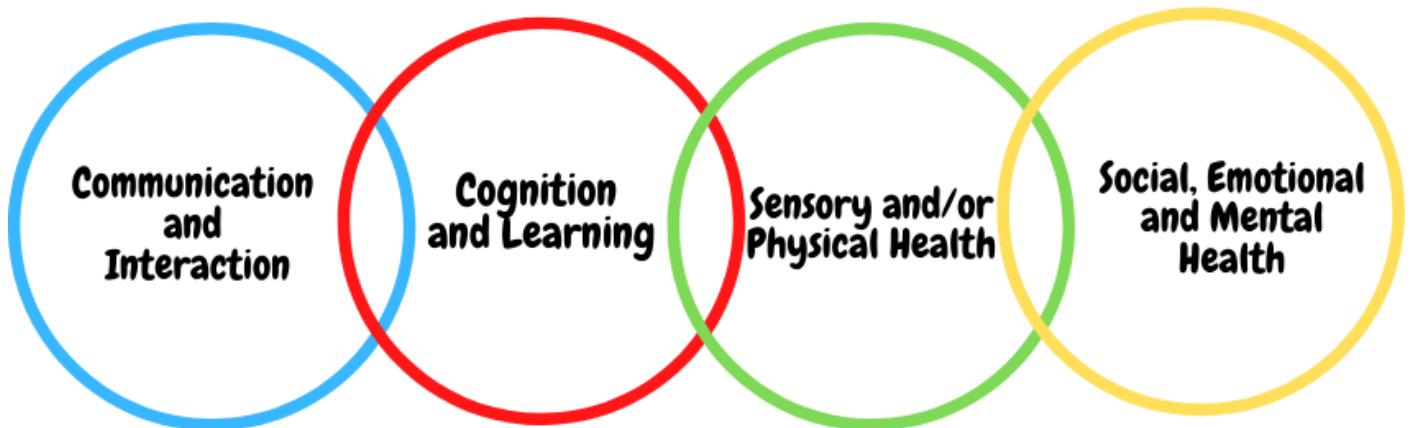
Annual Reviews for EHCPs: For children with an Education, Health and Care Plan (EHCP), an annual review is held with all involved professionals, including parents and the child. Outcomes are reviewed and updated in collaboration with parents, then sent to the local authority for approval. An updated EHCP is issued accordingly.

Leadership and Governance: The Head Teacher, Senior Leadership Team, and School Governors regularly monitor and review SEND provision and progress.

More information is available on our website, including the SEND Policy and Stockton Local Authority Local Offer.

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:

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self-care, flexible thinking.
- Interventions aimed to improve communication and interaction - Opportunities for structured peer interaction and cooperative learning activities
- Flexible approaches to the school day timetable.
- Modifications to lunch and/or break times
- Visual timetables available if needed
- Access to additional aids/technology
- Careful planning of transitions
- Social stories
- Use of clear, simple language and short instructions
- Consistent routines and clear expectations to reduce anxiety
- Use of role-play and social scripts to practise social situations
- Regular check-ins with the child to ensure understanding and engagement
- Positive reinforcement and praise for communication attempts and social interactions
- Visual supports for communication such as PECs (Picture Exchange Communication System) or communication boards/apps
- Use of gestures, sign language, Makaton, or augmentative and alternative communication tools as appropriate
- Pre-teaching of vocabulary and language concepts before new topics or activities
- Sensory feedback support – fidget toys, wobble cushions, chew buddies etc.
- Provision of quiet spaces or breaks to manage sensory overload and support self-regulation – Access to the Nurture Room, the Den, the Workshop Zone etc.

Cognition and Learning

Strategies to support children with these needs include:

- Consistent pedagogy to reduce cognitive load and incorporates explicit teaching, modelling, guided practice and independent practice.
- Regular, individually focused interventions (e.g., Daily Reading, Sounds-Write, Times Tables)
- Increased access to small group support
- Explicit teaching and modelling of skills, followed by guided practice
- Regular, specific feedback to support learning and improvement
- Practical aids for learning, such as hundred squares, number lines, pictures, photos, accessible reading materials suited to age, coloured overlays
- Increased access to ICT tools, including laptops and iPads
- Adaptations to assessments to enable access (e.g., readers, scribes, use of ICT)
- Curriculum and tasks adapted and scaffolded to meet the child's learning needs
- Frequent repetition and reinforcement of skills and concepts
- Flexible grouping arrangements with additional adult support
- Breaking tasks into smaller, manageable steps to aid understanding
- Use of multi-sensory teaching approaches (visual, auditory, kinaesthetic)
- Use of dual coding strategies that combine verbal and visual information to enhance memory and understanding
- Clear, concise instructions supported by visual prompts
- Regular opportunities for practice and review to consolidate learning
- Scaffolding techniques to gradually promote independence
- Explicit teaching of organising, learning, and self-management skills
- Provision of extra time for tasks and assessments when needed
- Use of graphic organisers, mind maps, and other visual aids to support comprehension and planning
- Encouragement of metacognitive strategies, helping pupils reflect on and regulate their own learning
- Regular monitoring of progress with adjustments to interventions based on individual responses
- Referrals to external professionals for additional advice and support when school-based strategies have been exhausted

Sensory/Physical

Strategies to support children with these needs include:

- Regular, individually focused interventions tailored to the child's sensory or physical needs
- Increased access to small group support for targeted skill development and social interaction
- Practical aids and adaptations such as modified seating, writing tools, adapted keyboards, slant boards, or coloured overlays to support comfort and accessibility
- Increased access to ICT tools, including laptops, tablets, and speech-to-text software to support communication and learning
- Adaptations to assessments to enable access, e.g., readers, scribes, assistive technology, extended time
- Curriculum adapted to meet the child's physical and sensory needs, including use of SEN Support Plans that detail specific accommodations
- Frequent repetition and reinforcement to build motor skills and sensory integration
- Flexible grouping arrangements with additional adult support to enable participation and confidence building
- Environmental modifications, such as quiet or low-stimulus areas, adjusted lighting, noise-cancelling headphones, or sensory breaks to support regulation and focus
- Use of assistive technology and adaptive equipment to promote independence (e.g., mobility aids, switch devices, ergonomic supports)
- Incorporation of sensory integration activities or physiotherapy programs within the school day
- Teaching strategies that include clear instructions, visual cues, and opportunities for movement breaks
- Collaboration with occupational therapists, physiotherapists, and other specialists to implement recommended strategies
- Regular monitoring and review of provision with adjustments based on the child's evolving needs
- Referral to external professionals for additional advice and support when school-based strategies have been exhausted

Social, Emotional and Mental Health

Strategies to support children with these needs include:

- Access to small group interventions focusing on social skills and emotional wellbeing
- Access to time-out or quiet working areas for self-regulation and calm – Access to the Workshop
- Access to the Sensory Room for sensory regulation and relaxation – The Den and the Nurture Room
- Use of visual tools like the 5-point scale to help children understand and manage emotions
- Child-led reward systems that are individually tailored to motivate and encourage positive behaviour
- Increased opportunities for outdoor learning and play to support wellbeing and resilience development
- Implementation of sensory diets and de-escalation exercises as recommended by Occupational Therapists
- Referral to specialist support such as the Emotional Resilience Team and EWEL team for additional interventions
- Specifically, designed interventions and games to develop turn-taking, communication, and cooperation skills
- Supported and planned transitions to secondary school to reduce anxiety and build confidence
- Access to the school Mental Health team, including Mental Health First Aiders, to provide ongoing support to children and staff
- Teaching of emotional literacy and social skills through explicit lessons and modelling - Use of Zones of Regulation/Colour Monsters
- Establishment of consistent routines and clear expectations to create a safe and predictable environment, supported with visual aids.
- Development of self-regulation techniques such as mindfulness, breathing exercises, and relaxation strategies
- Use of positive behaviour support plans tailored to individual needs to encourage desired behaviours
- Regular check-ins and mentoring to build trusting relationships and provide emotional support
- Promotion of peer support and buddy systems to foster social inclusion and friendship
- Ongoing communication and partnership with parents/carers to provide consistent support between home and school
- Collaboration with external agencies such as Educational Psychologists, CAMHS, and social care when needed

What training is provided for staff supporting children with SEND?

- Post Graduate Certificate in National Award for Special Educational Needs Co-ordination/NPQ
- Internal CPD delivered by the SENCO
- CPD delivered by the local authority
- CPD delivered by external agencies and professionals
- First Aid and Paediatric First Aid
- EpiPen and Anaphylaxis training
- De-escalation and Physical Intervention
- Rainbows Bereavement
- Mental Health First Aid
- Hearing Impairment training, including cochlea implants and equipment
- All staff can request training that they feel would be beneficial to their practice and where possible, this will be granted.

How do we support transition in our school?

Transition within classes/key stages:

Children may be provided with a transition booklet, which will include social stories and photographs of their new class teacher, TA, classroom and where to put their coat and bag. This booklet can be used at home and in school for discussions with your child leading up to the new academic year. Teachers meet with one another to discuss their new class and to discuss all SEND children.

This ensures all teachers and staff are fully aware of all needs, support and provisions that need to be put in place.

All children have a transition morning in July, where they visit their new classroom and spend time with their new peers and class teacher.

Transition to Secondary settings:

Moving on to secondary school can be a daunting transition for all. These are the ways we prepare for our children's next step in their educational journey:

- Class teachers and SENCO work closely with all secondary schools in the area (generally St. John's).
- For our more vulnerable children, where deemed necessary, an enhanced transition plan will be put in place, which could involve extra visits to their new school and additional meetings for parents.
- The SENCO will have meetings with the SENCOs and Head of Years from the secondary schools to complete enhanced transition plan and plan for next steps.
- SENCOs from both primary and secondary schools will meet to hand over essential information, such as SEN Support Plans, EHCPs, Health Care Plans and pastoral matters.
- Secondary school staff will come to meet the Year 6 children and work with them in school
- Year 6 children will have transition days at their allocated secondary school
- Transition books may also be produced for your child – this may be supplied by us or their new school.

We can support you in organising meetings and visits with your child's secondary school if you feel this is needed.

More information can be found on this website:

<https://stjohns.bhcet.org.uk/transition-to-st-john-s>

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

The Local Offer

Durham Local Offer

<https://www.durham.gov.uk/localoffer>

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

We are an inclusive school and are committed to ensuring that all children, including those with disabilities or additional needs, can access the same educational opportunities as their peers. We will provide appropriate support and make reasonable adjustments wherever possible to enable children to be educated alongside their classmates and benefit fully from school life.

We take proactive steps to ensure that disabled pupils can participate in the full school curriculum by adapting teaching and the learning environment as needed. We also continue to improve the physical accessibility of the school to support all learners. All teaching staff are responsible for ensuring the curriculum is adapted and accessible to meet diverse needs.

Disabilities and Additional Needs: We make the following provisions to support pupils with physical or sensory disabilities:

- Fully wheelchair-accessible ground floor and communal areas, with ramps and level flooring
- Disabled toilet facilities
- Annual review of class locations to ensure pupils with physical disabilities are not placed in upper-floor classrooms
- Adapted curriculum to ensure accessibility for all learners
- Adaptations to the school uniform where necessary
- Implementation of specialist programmes and interventions advised by external professionals (e.g. Visual and Hearing Impairment Teams), with training provided to staff
- Access to specialist equipment as recommended by Occupational Therapists, Physiotherapists, and Sensory Support Teams
- Provision of assistive educational tools such as laptops, iPads, recording devices, and coloured overlays when appropriate

English as an Additional Language (EAL): We work closely with the Local Authority to support communication with families whose first language is not English. The class teacher and SENCO will ensure necessary adjustments are made so that all children can fully participate in school life and access the curriculum.

Assessment and Testing: At St. Joseph's, we use a range of formative and summative assessment tools to monitor progress and learning. Summative assessments include:

- Phonics Screening
- Sounds-Write assessments
- Early Learning Goals (EYFS)
- NFER/Testbase summative assessments
- STAR Reading assessments
- KS2 SATs tests

Where appropriate, we will provide access arrangements for statutory assessments to ensure all children can participate fairly. For more information about these arrangements, please visit <https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

Offsite Visits and Educational Trips: We ensure that all school trips are inclusive and accessible to every child in our care. When planning offsite visits, staff work with the SENCO to create individual plans and carry out risk assessments. No child will be excluded from a trip unless their safety would be compromised, and we will do everything possible to ensure participation.

Further Support for Families: If your child has a disability and you would like more information or support, please visit: [Help for Disabled Children \(GOV.UK\)](https://www.gov.uk/help-for-disabled-children)

Activities Outside of School

Extra-curricular activities are run throughout the year and can include Art, Mindfulness, Story Telling, Board Games, Performing Arts, Dance and Netball. All clubs are fully accessible to those with SEND and adaptations are made where necessary to ensure attendance.

All school trips are accessible for those with special educational needs and/or disabilities.

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

The school details and relevant contacts

Should you have any concerns about the support that your child is receiving, we hope that you will feel able to approach your child's Class Teacher or the SENCO to discuss this. They will be happy to meet you and work together with you to help resolve any issues or concerns that you may have.

Our SEN team can be contacted on 01388 602608 or their designated email address: senco@stjosephscoundon.bhcet.org.uk

Our SEN Governor could also be contacted separately through the e-mail address: admin@stjosephscoundon.bhcet.org.uk

We will also always be pleased to hear from you about any aspect of our provision that you feel are working particularly well. All feedback is greatly appreciated. However, if you feel there are still unresolved issues, you may wish to make a formal complaint according to the procedures set out in Bishop Hogarth Catholic Education Trust's Complaints Policy. You can view this document here: <https://bhcet.org.uk/information/policies>

Name of School SEND Governor.

Mrs H Mullholland (Chair) and Mrs K Hughes