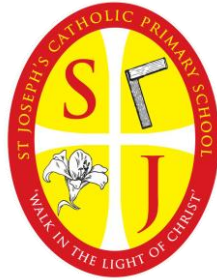


SEND Information Report 2025/26

St Joseph's Catholic Primary School, Billingham



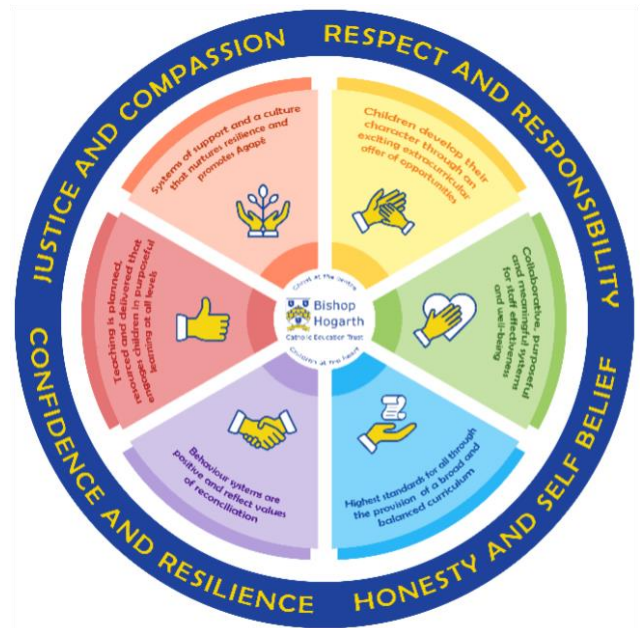
As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues and values of:

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 regards 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 of 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	
Next Review	

Supporting Pupils with SEND

Our Intention

At St. Joseph's, we value all our children and celebrate diversity of experience, interest and achievement.

Through successful implementation of policy, our school, along with Bishop Hogarth Trust, aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

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

- Learn that they are made in the image of God, each one special and unique;
- Access all areas of the curriculum and school day, including educational visits and enrichment opportunities;
- Make progress;
- Become independent and confident learners.

Our Implementation

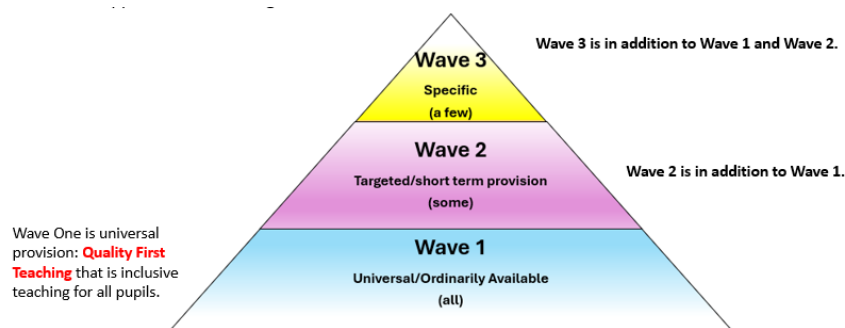
Our implementation of practice and strategies is based on the key recommendations outlined by the EEF. We are committed to providing a purposeful, progressive and empowering curriculum that is ambitious for all and prepares learners for the next steps in their learning journey.

Through our ambitious curriculum, we aim to:

- Create a positive and supportive environment for all pupils without exception;
- Build an ongoing, holistic understanding of our pupils and their needs;
- Ensure all children have access to high quality teaching and access 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.

St Joseph's Approach to SEND - Graduated Response:

The SEND Graduated Response model emphasises a tiered or graduated approach to providing increased levels of support based on rising levels of need.



Wave 1 - Universal/Ordinarily Available

At St. Joseph's, we know that any provision that is provided for children with SEND is hugely beneficial to those without a SEND. 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) using EEF 5-a-day principles
- Adaptive teaching
- Lessons are designed to incorporate the EEF's 7 step model to support metacognition and reduce cognitive load.
- Consistent use of Active Inspire flipcharts for lesson delivery.
- Worked examples and modelling during Maths.
- Knowledge retrieval at the start of every lesson to embed the recall of facts and support long term memory and knowledge retention.
- Retrieval quizzes in Geography, History and Science to support long term memory and knowledge retention.
- Read Write Inc – A multisensory approach to teaching phonics, reading and spelling.
- Visual timetables on display in every class.
- When possible, anything displayed on the board has a coloured background.
- Back to Basics whole school intervention.

This is not an exhaustive list

High quality teaching, adapted for individual children, is the first step in responding to pupils who have or may have special educational needs. We are currently developing the use of the 'Five-a-day' principle from the EEF to inform our high-quality teaching with the aim to improve outcomes for children with SEND.



Adaptive Teaching

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. 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. Adaptive Teaching for pupils should follow the core principles of:

- Consistent high-quality teaching, using a multisensory approach with opportunities for overlearning.
- Interleaved learning (introducing a few new skills at a time alongside previously learnt skills).
- New learning linked with what the pupil already knows.
- Use of visual cues.
- Instructions broken down into chunks, clear and simple.
- Repetition of key information.
- Checking understanding as the lesson progresses.
- Use effective questioning to engage in learning.
- Adapted questioning to meet the children's needs.
- Additional processing time for responding to questions.

- Opportunities to talk through learning with a peer.
- Distributed practice (little & often teaching).
- Direct instruction (model-lead-test).
- Explicit teaching of how to generalise skills to other areas.
- Regular assessment to inform next steps.
- Assessment through teaching and regular feedback.
- Cumulative learning.
- Understanding strengths and interests.
- Model and scaffold pupils to independence.
- Teaching to fluency.

Wave 2 - Targeted/Short Term Provision

A pupil may need provision which is 'additional' and 'different' to that normally available in class. We will follow a graduated approach with wave 2 support, this may include:

- Small group sessions to ensure children's individual academic needs are met
- Interventions in social and emotional skills
- Occupational and sensory therapy and physical development
- If appropriate, specialist equipment may be used - iPad, writing slopes, concentration cushions, coloured overlays, pen/pencils grips, easy to use scissors, and fiddle tools.

Wave 3 – Specific, Individualised Support

When a pupil continues to make less than expected progress despite evidence-based support & interventions, an EHCP (Education, Health and Care Plan) may be requested. This is when a child's needs are deemed more complex and require the input from a range of outside agencies - this could be in the form of Educational Psychologists, Occupational Therapists or other professionals with an area of expertise.

Passports and Support Plans

Pupil Passports outline the layers of support within the graduated response. There are two levels of passports;

- Wave 1 & 2 provision
- Wave 1, 2 & 3 provision

In a Wave 1 & 2 provision passport, the focus is on quality first teaching strategies and adaptive teaching to support in the classroom. A Wave 3 passport includes the EHCP targeted support.

Example Pupil Passport (Wave 1 and 2)

My interests and strengths: It is important for me that all staff know what I am good at and what motivates me. Do you know what I want to be when I am an adult?	About my SEND Needs: It is important for me that all staff know how I may present and what barriers I face compared to most pupils.
Professional Involvement:	

Support and Provision:

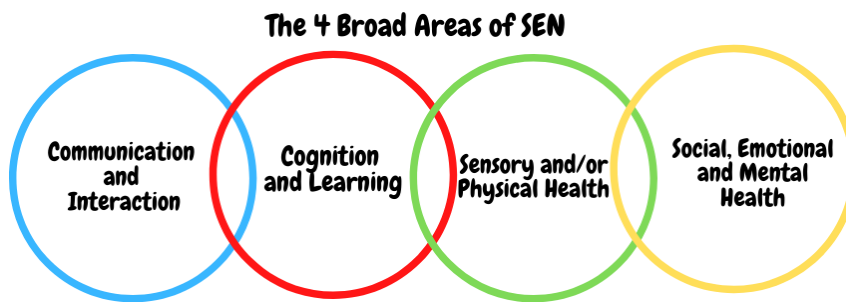
Wave 1: Ordinarily Available/Universal Offer: <i>Specific QFT strategies that would help me within the classroom</i>	Wave 2: Targeted provision <i>Short term interventions that I am benefitting from.</i>

Example Pupil Passport (Wave 1, 2 and 3)

My interests and strengths: Important for me that all staff know what I am good at and what motivates me. Do you know what I want to be when I am an adult?	About my SEND Needs: Important for me that all staff know how I may present and what barriers I face compared to most pupils.	Targeted support as set out in my EHCP:
Specific strategies that would help me within the classroom, set out within the Ordinarily Available/ Universal offer:		

The SENCO oversees this provision, monitoring children's progress alongside the class teacher.

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



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:

- Curriculum is adapted to ensure it is accessible to the needs of the child/young person
- Short, clear instructions/simple vocabulary/broken down tasks
- Frequent repetition and reinforcement.
- An awareness to use the child's name to engage and interact.
- The most appropriate seating in the classroom to access the board and adult support
- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self-care, flexible thinking
- Speech and Language Therapy monitored by school staff to learn strategies.
- Enhanced access to visual approaches – use of visual time-table, PECS and now and next cards.
- Opportunities to express feelings or communicate with adults using visual prompts.
- Access to low stimulus area within and outside of the classroom
- Flexible approaches to timetable and modifications to lunch/break times where needed
- Enhanced access to additional aids
- Access to technology (use of classroom computers, laptops / tablets)
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions – enhanced plan for key stage changes
- Mentoring and/or buddy system
- BOOST (EYFS)

Cognition and Learning

Strategies to support children with these needs include:

- Curriculum is adapted to adapted to ensure it is accessible to the needs of the child/young person.
- Short, clear instructions/simple vocabulary/broken down tasks.
- Frequent repetition and reinforcement.
- The most appropriate seating in the classroom to access the board and adult support.
- A range of teaching activities/methods to suit different learning styles.
- Regular, individually focused intervention – Maths, reading, spelling, comprehension.
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, Numicon, coloured overlays, individual copies of texts, spellcheckers.
- Appropriate interventions to support learning; Read Write Inc (phonic development), Numicon (practical Maths apparatus), Times-tables Rockstars, specific apps for i-pad use. Games to promote recall/memory.

Sensory/Physical

Strategies to support children with these needs include:

- Appropriate practical resources to support full integration in lessons and the classroom environment (specialist seating, hearing aids)
- Modifications to lessons to ensure full engagement e.g. alternative recording devices, modified PE curriculum.
- The use of Thrive activities linked to programmes of support for individual children.
- Sensory equipment to meet individual children's needs; ear-defenders, weighted blankets/toys, wobble cushions, fiddle tools, chew tools, therapy balls, trampolines.
- An awareness of child's sensory overload; fears/triggers.
- Access to calm space to alleviate over-stimulation in busy environment.
- Access to support for personal care, intimate care plans where needed.
- The services of Future Steps, Occupational Therapy and NHS OT involvement, to provide individualised programmes of support for specific children needing therapeutic support.
- Individual resources (use of ICT)
- Additional support provided for out of school activities.

Social, Emotional and Mental Health

Strategies to support children with these needs include:

- Access to time out/individual work area inside and outside of the classroom.
- A key adult and team around the child to develop positive relationships with and to share successes.
- The use of The Thrive Approach, for individuals or groups to address emotional needs.
- Individualised rewards system appropriate to sensitivities of the child
- Access to counselling services – CAHMS / Alliance Psychology Service
- In school counselling service (Bungalow)
- Increased access to additional adults in the classroom
- Alternative curriculum opportunities
- Opportunities to develop health and well-being through PSHE
- Interventions to develop social skills; Thrive, Lego Therapy, social stories.
- A range of practical resources to focus attention and develop memory.
- Visual timetables and other visual resources to offer reliability and reassurance (expressing emotions)
- A well-structured lunchtime routine to promote positive play and interactions including a range of activities to suit all needs.

Training for staff supporting children with SEND

- Post Graduate Certificate in National Award for Special Educational Needs Co-ordination
- Internal CPD delivered by the SENCO
- CPD delivered by the local authority (for example: assistive technology, working memory difficulties, communication-friendly strategies)
- CPD delivered by external agencies and professionals (for example: Sensory intervention, Autism behaviours)
- 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 always 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. Michael's Catholic Academy).
- 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.
- The SENCO will have meetings with the SENCOs 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 IEPs, EHCPs, medical health care plans and pastoral matters.
- Secondary school staff will come to meet the Year 6 children and work with them over an afternoon.
- 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.
- Y5 & Y6 children attend enrichment clubs at St. Michael's each week after school, which supports transition.

More information can be found on these websites:

<https://stmichaels.bhcet.org.uk/transition-information/>

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

Further information:

Paula Allison is our SEND Information Advice and Support Partner. She can be contacted by e-mail SENDIASS@Stockton.go.uk or 01642 527158

The recognised Parent Carer Forum can be contacted on 07985 245668 info@stocktonparentcarerforum.co.uk

Their website can be viewed here:

[Stockton Parent Carer Forum](#)

SEND Code of Practice –

for more information please go to

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

Special Educational Needs and Disabilities: A guide for parents and carers

<http://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Stockton on Tees – Local Offer - for more information – please click the following link [Local Offer](#)

What are the Key Policies and Accessibility for pupils with SEND?

School documentation relevant to SEND:

SEND policy

Admissions policy

Supporting Pupils with Medical Needs Policy

Accessibility Plan

Disabilities and Needs

We are an inclusive school and will put in place all appropriate support, whenever possible, to enable your child to be educated alongside their peers and access the same education and benefits as others. We will always ensure disabled pupils can participate in our school's curriculum by making all necessary adaptations. We strive to improve the physical environment to ensure disabled pupils are able to take advantage of education and benefits offered by the school. All teachers ensure the delivery of the curriculum is adapted and accessible.

- Areas are fully wheelchair accessible with ramps and even flooring.
- Disabled toilet facilities.
- Adapted curriculum to ensure all lessons are accessible for all.
- Adapted uniform, where appropriate and where required.
- Implementation of programmes and interventions designed by specialists (Visual/Hearing Impairment Team). Training is also provided to staff.
- Access and implementation of specialist equipment as advised by professionals (Occupational Therapists, Physiotherapists, Visual/Hearing Impairment Team, etc)
- Access to educational equipment if required (laptops, iPads, recording devices, coloured reading overlays)

English as Additional Language (EAL)

- Communication with parents whose first language is not English can be supported by advice from the Local Authority and by the class teacher and SENCO. All adjustments will be made by the class teacher to ensure children access the school day and access learning.

Assessments and Testing

- At St. Joseph's we use a variety of assessments to assess progress and learning. These assessments may include Phonics Screening, Read-Write assessments, Early Learning Goals, NFER assessments and STAR reading.

- Where appropriate, access arrangements for formal assessments/examinations are made available. See <https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements> for more details of KS2 testing access arrangements.

Activities Outside of School

St Joseph's School is a fully inclusive school where all children have the opportunity to take part in a wide range of extra-curricular activities. This enables them to learn new skills, improve existing skills and have the opportunity to mix socially with different children.

We have a range of different clubs on offer each term, including multi-sports, choir, art, craft, trampolining, tag rugby, coding and football. All children regardless of need, have access to extra-curricular activities including off-site visits and residential trips. School will offer the adjustments needed to ensure all children can participate in such events.

Staff arranging visits that are offsite will discuss with the SENCO. A plan will be created and a risk assessment completed to ensure all activities are fully accessible for all children. All of our school trips are accessible and suitable for children in our care. No child would not be stopped from going on a trip if the trip is suitable and their safety is not compromised.

If you have a child with disabilities and need some more information and support, please see:
<https://www.gov.uk/help-for-disabled-child>

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

Any questions with regards to SEND should be first addressed with the class teacher then SENDCO, Chelsea Black, via the school office.

Any complaints with regards to SEND provision should be referred to the Head-Teacher and Governing Body following the complaints procedure established by the school. (Please see school's complaints policy).

Advice and support could also be obtained from our SEND Information Advice and Support Partner, Paula Allison. She can be contacted by e-mail SENDIASS@Stockton.go.uk or by phone 01642 527158

Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS)
Support can be obtained from Stockton Parent Carer Forum 07985 245668
info@stocktonparentcarerforum.co.uk