

# SEND Information Report

St. Joseph's Catholic Primary School

|             |                |
|-------------|----------------|
| Approved on | June/July 2026 |
| Next Review | June/July 2027 |



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

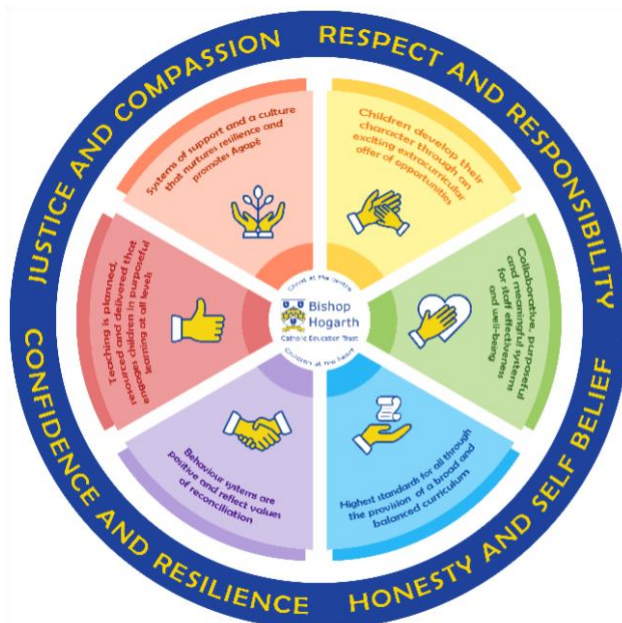
**Respect** for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

**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.



## Our school's approach to supporting pupils with SEND

Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is personalised to meet every child's need. This is the first step in supporting pupils who may have Special Educational Needs and Disabilities (SEND). All children are challenged to do their very best. This is enough for most pupils to make progress.

All children will be taught a broad and balanced curriculum; differentiated to the needs of each individual. Where children require extra support, specialist resources or extension materials, these will be provided wherever possible.

All children are known well by their class teacher, who develops strong relationships with them. Good behaviour and work are rewarded. 'Behaviour Policy'.

Your child can express their views directly to staff, e.g. their 'Safe Person'. The student council representatives encourage all pupils to have a voice in school.

We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed. 'Supporting Children with Medical Conditions Policy'.

We run a wide range of extracurricular clubs including PE, cooking, Maths and English.

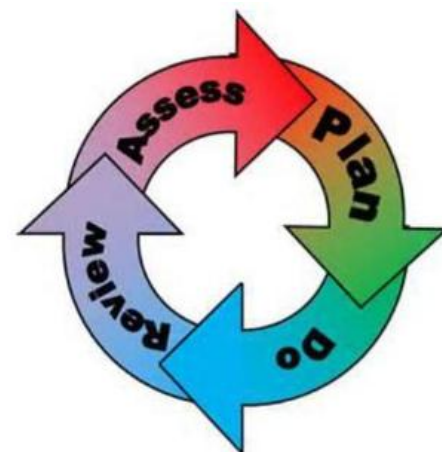
There is also a SEND governor who has particular involvement with SEND policy and provision.

## 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** – Your child will be identified as having SEND and/or a disability if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority.

**First steps** - if from our rigorous tracking and monitoring of your child's progress, it becomes apparent that he/she is not making expected progress then you will be invited to a meeting with their teacher and Mr Hunt (SENCO). Where appropriate your child will be involved in this meeting. At the meeting we will begin to explore the possible barriers to learning and you will be asked how we can best support your child.

Observations and assessments will then be carried out and, if required, input from specialist services may be sought with your permission.

Where appropriate your child may be placed on our school's SEND Support Register and a plan will be devised by the class teacher that will set achievable targets. These will be reviewed and updated termly.

EHCPs (Education, Health and Care Plans) will be used 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, e.g. Autism. An EHCP helps to determine the level of educational, social and health support the child needs.

If you are concerned about your child's progress or that your child may have SEN and/or a disability, please contact Mr Hunt (SENCO) on 01325 300337

### 2. Plan

**Our procedures are in line with the SEND Code of Practice (2014).**

**The first point of contact is the class teacher, who has overall responsibility for the welfare of your child.**

**Additional provision is planned carefully and overseen by Mr Hunt, the SENCO. It is implemented by a skilled team of teachers and supported by experienced teaching assistants.**

#### SEND Resources

**At St. Joseph's we have an extensive range of different SEND resources and interventions available. These are closely matched to the needs of our children and their progress is monitored by the class teacher, the SENCO and staff with specific curriculum responsibilities. Where provision does not result in adequate progress, as outlined in the SEND Code of Practice, the SENCO, Mr Hunt, should be consulted for advice.**

### 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

**If despite all steps taken, good progress is still not being made we will refer back to our graduated approach and increase/change support whilst continuing to monitor and review progress. It may also be necessary, at this stage, to consult with the expertise and specialist services secured by the school.**

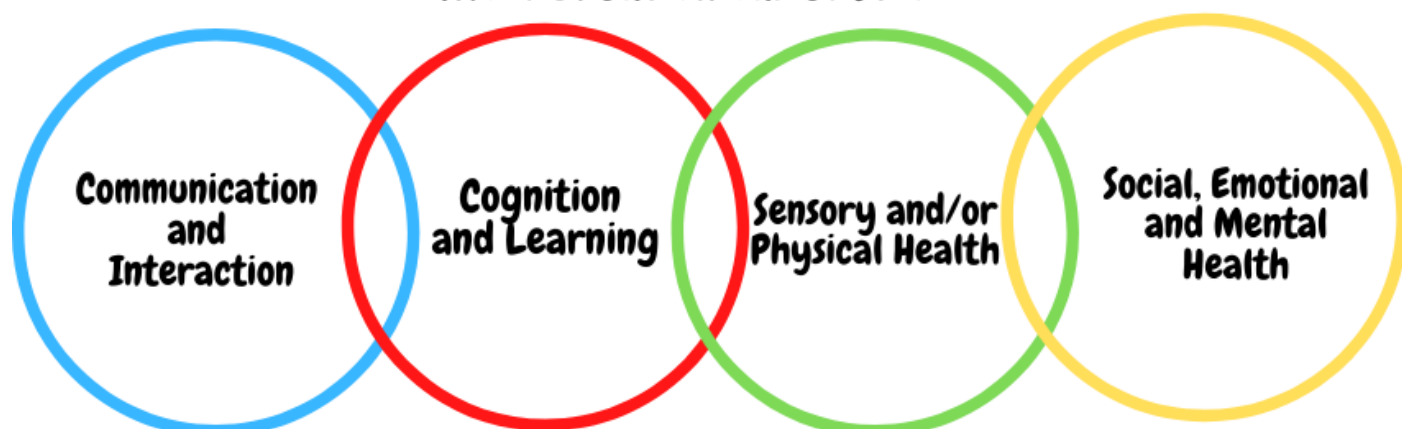
**Parents that have children on the school's SEND Support Register, are invited to termly reviews of their child's Support Plan. Your child will be involved in reviewing their targets with the class teacher or teaching assistant, and during the setting of new targets on a termly basis. If, of course, you would like to meet Mr Hunt or your child's class teacher at any point during the term, this can easily be arranged.**

**For every child who is in the care of the Local Authority, (a looked after child - LAC), a Personal Education Plan (PEP) will be devised. This Plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements.**

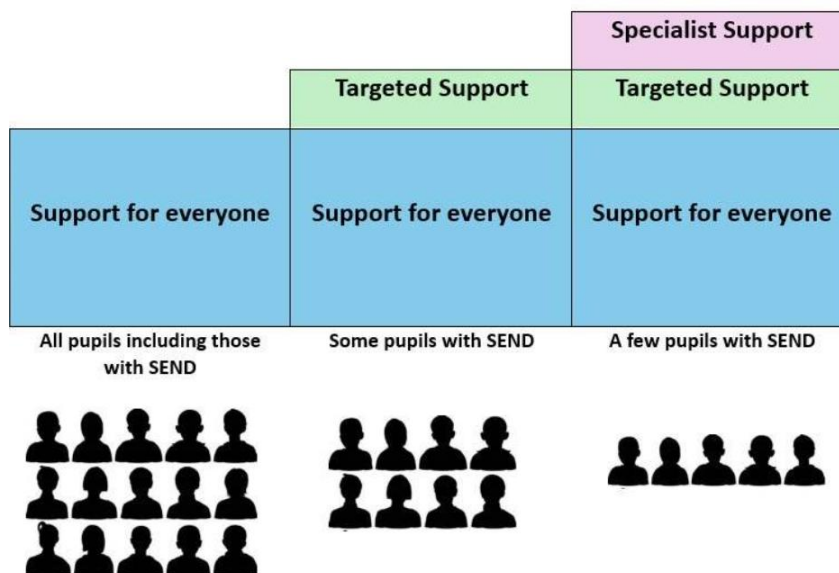
**If your child has an EHC plan, you will be invited to an annual review of this plan.**

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

### **The 4 Broad Areas of SEN**



At St Joseph's, we want every child to feel confident, successful and supported. Sometimes children need a little extra help with their learning, and we use a system called **Waves of Support** to make sure they get the right help at the right time. There are **three waves**, starting with what every child gets, and adding more support if needed.



|                        | Wave 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Wave 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Wave 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | Inclusive strategies for <b>ALL</b> learners embedded in quality first teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | (In addition to Wave 1)<br>Targeted intervention and support for <b>SOME</b> learners                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (In addition to Wave 1 & 2)<br>Specialist support for a <b>FEW</b> learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Cognition and Learning | <p><b>Provision</b></p> <p><u><b>Environmental Adaptations</b></u></p> <ul style="list-style-type: none"> <li>Visual timetables</li> <li>Encourage independence.</li> </ul> <p><u><b>Teaching and Learning Strategies</b></u></p> <ul style="list-style-type: none"> <li>Break learning into small steps</li> <li>Address misconceptions.</li> <li>Think-aloud modelling</li> <li>Use questioning, whiteboards, quizzes and feedback</li> <li>Clear lesson starts/ends</li> <li>Plan next steps to monitor provision and future lessons.</li> <li>Non-verbal cues to reinforce spoken instructions.</li> <li>Chunk instructions</li> <li>Reduce cognitive load</li> <li>Consistent expectations</li> </ul> <p><u><b>Curriculum/Task Adaptations</b></u></p> <ul style="list-style-type: none"> <li>Use scaffolds</li> <li>Visual supports</li> </ul> | <p><b>Intervention</b></p> <p>Some interventions, listed below, will be introduced strategically across the year at key assessment and review points to ensure they are timely, targeted and responsive to pupil needs.</p> <ul style="list-style-type: none"> <li>Phonics boosters, using precision teaching</li> <li>Reading fluency groups – repeated reading</li> <li>Handwriting and fine motor skills groups (short, focused practice).</li> <li>Small-group/ whole class (before or after school) teaching of key concepts.</li> </ul> | <p><b>Provision</b></p> <p>Highly individualised provision, informed by specialist external professionals and typically specified within Section F of an EHCP, setting out the precise support required to meet the pupil's needs.</p> <p><u><b>Curriculum/Task Adaptations</b></u></p> <ul style="list-style-type: none"> <li>Highly scaffolded, personalised curriculum sequences.</li> </ul> <p><u><b>Teaching and Learning Strategies</b></u></p> <ul style="list-style-type: none"> <li>Bespoke daily over-learning session</li> <li>Tailored daily fluency rehearsal.</li> </ul> <p><b>Intervention</b></p> <p>Highly individualised interventions, informed by specialist external professionals and typically specified within Section F of an EHCP, setting out the precise support required to meet the pupil's needs.</p> <ul style="list-style-type: none"> <li>Highly personalised writing interventions.</li> </ul> |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Communication and Interaction</b></p>       | <p><b><u>Provision</u></b><br/><b><u>Environmental Adaptations</u></b></p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> </ul> <p><b><u>Teaching and Learning Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Clear routines and expectation</li> <li>• Check understanding regularly</li> <li>• Use of repetition and recap</li> <li>• Processing time (wait time after questions)</li> </ul> <p><b><u>Curriculum/task adaptations</u></b></p> <ul style="list-style-type: none"> <li>• Visual supports (symbols, pictures, gestures).</li> <li>• Now and next prompts</li> <li>• Sentence starters and scaffolds.</li> </ul>                                                                                       | <p><b><u>Intervention</u></b><br/>Some interventions, listed below, will be introduced strategically across the year at key assessment and review points to ensure they are timely, targeted and responsive to pupil needs.</p> <ul style="list-style-type: none"> <li>• Social Communication Groups – practising conversation, eye contact, turn-taking.</li> <li>• Talk Boost</li> <li>• Wellcomm</li> </ul>                                      | <p><b><u>Provision</u></b><br/>Highly individualised provision, informed by specialist external professionals and typically specified within Section F of an EHCP, setting out the precise support required to meet the pupil's needs. This may include:<br/><b><u>Curriculum/task adaptations</u></b></p> <ul style="list-style-type: none"> <li>• Highly personalised intensive social communication coaching (non-verbal cues) to develop understanding of non-verbal communication and strengthen social awareness.</li> </ul>                                                                                               |
| <p><b>Social, Mental and Emotional Health</b></p> | <p><b><u>Provision</u></b><br/><b><u>Environmental Adaptations</u></b></p> <ul style="list-style-type: none"> <li>• Daily check-ins or greeting at the door to support emotional wellbeing</li> <li>• Flexible seating or quiet areas.</li> </ul> <p><b><u>Teaching and Learning Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Use of consistent language.</li> <li>• Clear rules and visual reminders</li> <li>• Modelling self-regulation strategies and emotions.</li> </ul> <p><b><u>Curriculum/task adaptations</u></b></p> <ul style="list-style-type: none"> <li>• Whole-class wellbeing activities (e.g. mindfulness, breathing exercises)</li> <li>• PSHE curriculum focused on relationships and mental health.</li> </ul> | <p><b><u>Intervention</u></b><br/>Some interventions, listed below, will be introduced strategically across the year at key assessment and review points to ensure they are timely, targeted and responsive to pupil needs.</p> <ul style="list-style-type: none"> <li>• Emotion regulation groups – zones of regulation activities, emotional literacy.</li> <li>• Lego Therapy to develop communication and social interaction skills.</li> </ul> | <p><b><u>Provision</u></b><br/>Highly individualised provision, informed by specialist external professionals and typically specified within Section F of an EHCP, setting out the precise support required to meet the pupil's needs. This may include:<br/><b><u>Environmental Adaptations</u></b></p> <ul style="list-style-type: none"> <li>• Daily check-ins and check-outs to support emotional wellbeing and build strong relationships with staff.</li> </ul> <p><b><u>Curriculum/task adaptations</u></b></p> <ul style="list-style-type: none"> <li>• Personalised support linked to CAMHS recommendations.</li> </ul> |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sensory and Physical | <p><b><u>Provision</u></b><br/><b><u>Environmental Adaptations</u></b></p> <ul style="list-style-type: none"> <li>• Movement breaks built into lessons</li> <li>• Reducing background noise when giving instructions.</li> <li>• Sensory-friendly adjustments (e.g. quiet areas, reduced glare, fidget toys)</li> </ul> <p><b><u>Teaching and Learning Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Visual instructions alongside verbal explanations</li> </ul> <p><b><u>Curriculum/task adaptations</u></b></p> <ul style="list-style-type: none"> <li>• Use pencil grips or different methods of recording (Technology)</li> <li>• Flexible timings or reduced copying from the board</li> </ul> | <p><b><u>Intervention</u></b><br/>Interventions will be introduced strategically across the year at key assessment and review points to ensure they are timely, targeted and responsive to pupil needs.</p> <ul style="list-style-type: none"> <li>• Sensory circuits (Alerting, organising and calming activities).</li> </ul> | <p><b><u>Provision</u></b><br/>Highly individualised provision, informed by specialist external professionals and typically specified within Section F of an EHCP, setting out the precise support required to meet the pupil's needs. This may include:<br/><b><u>Curriculum/task adaptations</u></b></p> <ul style="list-style-type: none"> <li>• Highly individualised sensory regulation breaks.</li> </ul> <p><b><u>Environmental Adaptations</u></b></p> <ul style="list-style-type: none"> <li>• Adapted seating, equipment or positioning plans.</li> <li>• Bespoke medical care procedures.</li> </ul> <p><b><u>Intervention</u></b><br/>Highly individualised interventions, informed by specialist external professionals and typically specified within Section F of an EHCP, setting out the precise support required to meet the pupil's needs. This may include:</p> <ul style="list-style-type: none"> <li>• Uniquely designed fine or gross motor programmes.</li> </ul> |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## What training is provided for staff supporting children with SEND?

All teachers have Qualified Teacher Status and our teaching assistants have a minimum of a level 1 qualification.

All staff are either teachers of or are supporting students with SEND

St. Joseph's values staff training and organises courses/training programmes to ensure teachers and teaching assistants stay up to date with current research into teaching and learning.

Staff have been involved in:

Precision Teaching

Sensory Classrooms

Zones of Regulation

Sounds Write/ Phonics training

Handwriting training

Fine motor skills training

ADHD Training

Mental Health and Wellbeing Training

Lego Therapy

Attention Autism

## How do we support transition in our school?

### Transition within classes/key stages:

Information will be passed on to the new class teacher in advance, and a transition meeting will take place with the new teacher. Individual targets/requirements for all children with SEND will be discussed with the new teacher and agreed by Mr Hunt

Children will have a transition morning with their new teacher in the summer term.

### Transition to Secondary settings:

We work closely with all secondary schools in the area. Most of our children move on to Greenfield, Woodham, St John's or Carmel.

Meetings are held for the transfer of essential information relating to Short Notes, EHCPs, Child and Family Services and pastoral matters.

We can also support you in organising meetings with secondary school staff if you wish to speak to them personally.

When reviewing an EHCP for children in Year 6, staff from the secondary school will always be invited to the review meetings.

During the last term, secondary school staff meet our Year 6 children and in addition to this, our Year 6 children attend their chosen secondary school for one or two transition days.

Additional transition days can be arranged if needed.

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

### The Local Offer

Local Authority's 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

With due regard to our admission policy, parental choice and accessibility of the school building all children with special educational needs who apply will be accepted by the school. - Admission Policy.

Most of the ground floor is fully wheelchair accessible.

Disabled toilet facilities are located near the school entrance.

Communication with parents whose first language is not English is supported by advice from the Local Authorities English as an additional language (EAL) team. Our Polish families are also supported by Mrs Palczynska (Teacher). Key documents are also translated.

## Activities Outside of School

St. Joseph's is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child to be educated alongside their peers. This may include extra staffing and/or equipment.

Staff who are arranging an offsite trip will discuss with parents and the SENCo any requirements needed and the suitability of any trip which the school is taking part in.

We will not stop your child from going on a trip due to their special educational needs and/or disability if the trip is suitable for your child and their safety and the safety of others is not compromised. - Equality Act.

The Headteacher oversees all trips to ensure children are safe and included where possible.

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

### The school details and relevant contacts

St. Joseph's Complaints procedure for SEND - <https://stjosephsna.bhcet.org.uk/send/>

### Name of school SEND governor.

Mrs Mary Wood