

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) INFORMATION REPORT

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ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL, WRIGHTINGTON.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) INFORMATION REPORT

At St. Joseph's Catholic Primary School we firmly believe that all children are unique individuals made in the image and likeness of God and should have every opportunity to develop to their full potential and strive for excellence in all that they do. We aim to achieve this through the removal of barriers to learning and participation, through effective teaching and by expecting the highest of standards. At St. Joseph's Catholic Primary School, we value each other's achievements and create a safe, caring and stimulating environment in which the whole child is nurtured to:

'Living Life to the Full'.

We want to create an environment of belongingness, where children can confidently say:

'I am safe, I am valued, I do matter'.

Every teacher at St Joseph's Catholic Primary School, Wrightington is a teacher of every child, including those with SEND.

The Local Offer

The local offer was introduced in the Green Paper (March 2011) as a local offer of all services available to support children with Special Educational Needs and Disabilities and their families. This information sets out what is available in schools to help children with lower level SEND as well as the options available to support families who need additional help to care for their child. Lancashire's Local offer can be found via the website: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>. Here you can find more information about support available in Lancashire for you and your child.

Definition of Send

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, or mainstream post 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The SEN Code of Practice 2014

St Joseph's Catholic Primary School, Wrightington is an inclusive school that offers a range of provision to

support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems and sensory or physical needs. We tailor our support to individual need so we can maximise the progress of each pupil.

How does St. Joseph's Catholic Primary School know if children need extra help?

The purpose of identifying SEND is to work out what action the school needs to take to best support a pupil and promote best outcomes.

At St Joseph's Catholic Primary School, we identify the needs of pupils by considering the needs of the whole child. This will include not just the special educational needs of the child, but other aspects of their health and development that may impact on progress and learning. These may include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The process by which school identifies and manages children with SEND

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

St. Joseph's Catholic Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Pupil Progress meetings are held termly between the class teacher and SENDCo/Headteacher. Data is entered into the school tracking system and children who are not making expected progress are identified.

If a class teacher has any concerns regarding a child's progress, a discussion can be arranged with the SENDCo/Headteacher as soon as possible. Parents will be involved in discussions if they have not already been involved informally.

If additional input is required this will be agreed between the teacher and SENDCo after considering all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

If after all of the above a child still does not make progress a discussion will take place with the child's parents and the child will be placed on the SEND register. The class teacher and SENDCo will then discuss the child's needs and provision will be made to address those needs. This will vary according to the needs of the child. A Support Plan will be written and sent home for parental input. A meeting may be more appropriate for some children. The Support Plan will be reviewed at least termly by the class teacher and SENDCo. If progress is still not being made, then referral to outside agencies will be made by the SENDCo.

For higher levels of need, specialist teaching, physiotherapy, occupational therapy, speech therapy and other external agencies and professionals will deliver episodes of care directly to children or leave detailed plans for school staff to follow. Some children may come to school with involvement already in place from other agencies. Staff will work closely with these agencies implementing strategies and supporting plans within the school day.

What should I do if I think my child may have Special Educational Needs?

You should speak to the class teacher first if you have concerns about your child's progress. You may then be directed to the SENDCo or Headteacher. The roles of staff with SEND responsibilities are outlined below:

Class Teachers are responsible for:

- Planning for pupil's full participation in learning, and in physical and practical activities
- In consultation with the SENCO, directing and monitoring the work of teaching assistants
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping children to manage their emotions
- Taking overall responsibility for the formulation of IEPs
- Keeping parents/carers fully informed of their child's needs and progress.

The SENDCO is responsible for:

- Coordinating provision for children with SEN and developing the school's SEND policy
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome difficulties
- Providing opportunities for whole school training to ensure that all staff are confident about meeting a range of individual needs
- Working as part of the Senior Leadership Team to monitor the progress and effectiveness of provision
- Ensuring that parents are: - Involved in supporting their child's learning - Kept informed about the level of support their child is receiving - Included in reviewing their child's progress - Consulted about transitions to new class or school

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school, including the provision made for pupils with SEN
- Providing opportunities for whole school training to ensure that all staff are confident about meeting a range of individual needs
- Working as part of the Senior Leadership Team to monitor the progress and effectiveness of provision

The Governing Body:

- Has an identified governor with specific oversight of the school's provision for pupils with special educational needs ensuring that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel
- Has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs
- Secures the necessary provision for any pupil identified as having special educational needs
- Ensures that all teachers are aware of the importance of providing for these children
- Consults the L.A. and other agencies, when appropriate
- Reports annually to parents on the success of the school's policy for children with special educational needs
- Ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

How will I know how St. Joseph's Catholic Primary School supports my child?

- The class teacher will plan each pupil's education programme. For pupils with SEND, this will be differentiated accordingly to suit the pupil's individual needs and may include additional support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, phonics or maths then they may be placed in a small focus group, given some individual support or provided with access to Dynamo Maths or IDL. These interventions will be run by the class teacher or teaching assistant. The length of time of the intervention will vary according to the pupil's need. The interventions will be reviewed regularly by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Pupil Progress Meetings are held every term. This is a meeting where the Class Teacher discusses the progress of all pupils in his/her class with the Headteacher. This shared discussion will inform future planning to support all pupils appropriately.
- Occasionally, a pupil may need additional support from an outside agency such as the Educational Psychology Service, Speech and Language Therapy (SALT), Occupational Therapy, etc. A referral will be made, with parents' consent, and forwarded to the most appropriate agency. After a series of assessments, recommendations may be made of how school and home can support the child to address their needs and these will be discussed with parents or carers.
- Additional support will be discussed with parents at parents' meetings unless the SENDCo or class teacher deems it necessary to inform parents beforehand or parents request this information from school.
- Each term, IEPs are written by the class teacher and shared with parents. These plans outline pupils' targets and how the targets will be addressed in school, along with information about how parents/carers can support their child at home. Parents are asked to acknowledge receipt of the IEP. We welcome parents in to school to discuss the plans if they wish to.

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

Teachers differentiate their lessons and activities for pupils. The class teacher will tailor lessons and

activities to meet the individual needs of pupils with their class.

Teaching Assistants may be allocated to work with the pupil in a 1-1 basis or small focus group to target more specific needs.

An IEP Support Plan which contains specific individual targets for each child will be shared with parents/guardians of pupils. When a pupil has been identified as having a specific area of difficulty, specific targets will be set relating to overcoming their barriers to learning. This IEP sets out their targets relating to their areas of need for the term and may include information on additional support that may be provided, if required.

The school adopts the graduated approach to ensure all children make progress. It is a 4-step, ongoing cycle. Once a potential special educational need is identified, four types of action should be taken to put effective support in place, assess-plan-do-review. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. The process for implementing SEND Support is arranged into four stages as outlined in the New Code of Practice (Assess, Plan, Do, Review).

Assess:

When concerns arise, information is gathered from a variety of sources (teacher, pupil, parent, outside agencies) so we can develop an accurate picture of the pupil's needs, attainment, projected targets, motivators, and responses to teaching approaches and interventions. This information is compared with the progress of their peers.

Plan:

After gathering information, specific, individualised targets and strategies to be used, will be set on a child's IEP if required. Targets are agreed which prioritise key areas of learning that are to be addressed. If external agencies are involved, their advice and recommendations are included in the IEP. Any agreed actions take into account pupil's strengths as well as their learning differences. In some cases, additional resources may be allocated including teaching assistant support. This support is deployed to ensure the pupil makes progress and can engage in lessons and wider school activities and develop independent learning.

Do:

All IEPs are working documents. It is the class teacher's responsibility to manage the profiles including the targets and provision. Where interventions take place away from the main class, the class teacher takes responsibility and works closely with any other staff involved. The class teacher is accountable for the outcomes and therefore would discuss with the SENDCo if they feel agreed support is not working, for whatever reason.

Review:

All IEPs will be reviewed termly and discussed with parents. Pupils will continue to be set targets to support their learning and the child will continue to be closely monitored through normal monitoring procedures. For children with more complex needs, more regular review meetings may be held with the class teacher, SENCO and any external agencies.

How will I know how my child is doing?

At St. Joseph's Catholic Primary School we have an open door policy. Open communication with parents is encouraged and teachers are happy to arrange meetings upon request. Formal opportunities to discuss your child's progress are scheduled half-termly, these opportunities comprise of Parents Evenings and consultation appointments. If you wish to speak in more detail to the class teacher or SENDCo, please contact our school office to make an appointment.

How will you help me to support my child's learning?

- The class teacher may suggest ways that you can support your child's academic progress.
- The SENDCo may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour /emotional needs.
- If outside agencies have been involved, suggestions and programmes of study are sometimes provided and these can often be used at home.

What support will there be for my child's overall well-being?

At St. Joseph's Catholic Primary School, we recognise that children with medical conditions should be effectively supported to have full access to education.

Some children with medical conditions may be disabled and where this is the case St. Joseph's Catholic Primary School will comply with its duties under the Equality Act 2010.

Some children may also have SEND and may have an Education Health Care Plan which brings together health and social care, as well as special educational provision.

- Our 'Supporting Children with Medical Conditions' policy is followed by all staff rigorously.
- Care plans are drawn up by the school nurse, with input from the child's family and school.
- If a child has a specific medical need, staff will carry out additional training to support the needs of that child.
- All staff are aware of children with care plans and they are available to all staff, on the notice board in the staff room.
- All staff are aware of children who have high-risk medical problems.
- In all classes there are readily available lists of children with asthma. In KS1 labelled medication is stored in a safe cupboard nearby for easy access if necessary. In KS2 inhalers are stored in pupils own tray/bag in the class or cloakroom.
- All staff are aware of what to do in a medical emergency and there are First Aid trained members of staff.
- We have very good links with health and therapy services. The School Nurse who can either give support for individual children and their family or help with staff training.

During our annual Health Week, health professional are invited into school to support delivery of health

related topics e.g. healthy eating, hygiene, tooth care.

At St. Joseph's Catholic Primary School, we are proud of our dedicated sensory room and the excellent nurture support provided by our team of dedicated staff. This space allows us to provide prescribed sensory diets to pupils requiring this intervention and a quiet space for those pupils who require support to regulate.

What measures does St. Joseph's Catholic Primary School take to prevent bullying?

St. Joseph's Catholic Primary School is extremely proud of the behaviour of children in school and works hard to deliver a curriculum that encourages children to reflect on the issues surrounding bullying from Reception through to Y6. Our Anti Bullying Policy shows the steps that are taken to ensure and mitigate the risk of bullying of vulnerable children in our school and the use of the 'No Outsiders' curriculum promotes respect of protected characteristics. We recognise that children with SEND are at particular risk of being bullied. The school Anti Bullying Policy can be found in the policy section of our school website.

How do you involve other bodies, including Health and Social Services, Local Authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting their families?

We have established links with key outside services aimed at promoting the wellbeing of our children and their families including, health and therapy services and family support agencies. The School Nurse can either give support for individual children/families or help with staff training. We may use the Common Assessment Form (CAF) process and Team Around the Family (TAF) meetings to facilitate links with other agencies.

What arrangements do you make in relation to the treatment of complaints from children with Special Educational Needs and their parents/carers concerning your provision made?

Any complaints will be dealt with in line with the agreed School Complaints Policy. A copy of the Complaints Policy is available by request from the school office; however, school would encourage all parents and carers to contact school at the earliest opportunity to discuss any issues or difficulties so that a resolution can be found.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Risk assessments are carried out and reasonable adjustments made to enable all children to participate.

How accessible is the school environment?

St. Joseph's Catholic Primary School welcomes all children irrespective of disabilities. Our school

Accessibility Plan can be found in the SEND section of the school website.

How will the school prepare and support my child when joining St. Joseph's Catholic Primary School or transferring to a new school?

Transition can be a particularly anxious time for children and young people with SEND and we aim to provide as successful and smooth transition as possible.

We liaise with pre-school settings regarding children entering school with SEND.

On transfer to another school, all relevant information is passed on and contact made with the relevant professionals.

Transition from class to class and across key stages will be handled sensitively and with due regard to the needs of the child. Additional support will be discussed with the family and relevant staff in order to ensure that the emotional, social, cultural, spiritual and intellectual needs of the child are met.

Secondary school staff are invited into school during the spring term of Y6 to discuss pupils with SEND before transition to their setting. Additional secondary induction visits are arranged for these pupils if necessary. Secondary school staff also invited to any SEND transition reviews at the beginning of Y6. In some cases, multi-agency meetings may be arranged to create a more detailed transition plan.

How are the school's resources allocated and matched to children's Special Educational Needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent upon the needs of each pupil with additional needs. Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Resources may include deployment of staff depending upon individual circumstances. For those pupils with the most complex needs, an Education, Health and Care Plan (EHC Plan) may be requested. Specific funding will be allocated to these pupils.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with the class teacher, SENDCo, Senior Leadership Team together with any outside agencies. Decisions are based upon termly tracking of pupil progress and the results of any external assessments. Parents/carers will also be informed in this process.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education and will be invited to school to do so at appropriate times throughout the school year. Parents and carers are always welcome to bring an additional adult to accompany them when attending such meetings.

Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENDCo or Headteacher.