St Joseph's
Catholic Primary School
Love | Learn | Believe

SEND Information Report

December 2026

This document outlines the Special Educational Needs (SEN) provision at our school, detailing how we support pupils and families, and answering common questions about our approach

Vision and values

- **A welcoming school,**
  where everyone cares for and respects each other.
- **A learning school,**
  which inspires creativity and challenges through guidance and encouragement all members of the community to learn and aim to be the best they can be.
- **A vibrant school,**
  which celebrates its variety and creativity and seeks to meet the needs of each person by working together in this ever-changing world.
- **A holy school,**
  where prayer and worship are valued and we the community serve as a living witness to the Gospel of Jesus Christ

LOVE LEARN BELIEVE

In line with our Mission Statement, St. Joseph's is an inclusive school and we are committed to the education of all pupils in our School, whatever their ability and whatever their Special Educational Needs and / or Disability.

We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential – academically; socially; physically; spiritually and emotionally.

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This report explains how we implement our SEND (Special Educational Needs and Disabilities) policy and how SEN support operates in our school.

For more detailed information about our SEND arrangements, please refer to our SEND Policy.

What types of SEN does the school provide for?

We support pupils with a wide range of needs, categorised into the following areas:

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

We also collaborate with external professionals, including:

- Speech and language therapists
- Educational psychologists
- Child mental health specialists
- Occupational Therapists

Who can I talk to about my child's Special Educational Needs (SEND)?

Roles and Responsibilities

Class Teachers

Class teachers are responsible for:

- Monitoring the progress and development of every pupil in their class.
- Collaborating with the Inclusion Manager and teaching assistants to plan, implement, and review interventions.
- Adhering to the school's SEND policy.

Inclusion Manager/SENCO (Miss Sasenarine)

Our SENCO is qualified with the NASENCO (National Award for Special Educational Needs Coordination). They lead our SEND provision, arrange specific support, work closely with outside professionals, and guide staff to use best practices.

Head teacher (Mr Rakowski)

The Headteacher ensures the strategic development of the school's SEND policy and provision and is accountable for the progress of all pupils.

What should I do if I think my child has SEND?

If you have concerns:

1. **Talk to your child's teacher**: Schedule a meeting to discuss your observations.
2. **Parent consultations**: Attend bi-annual meetings where progress and concerns can be discussed.

We encourage open communication and welcome discussions at any time.

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

We assess each pupil's abilities upon entry and continuously monitor progress. Indicators of SEN may include:

- Progress significantly slower than peers.

- Persistent challenges in attainment or behaviour.
- Emotional, social, or mental health concerns affecting learning.

Decisions for SEN support are made collaboratively, involving teachers, parents, and external experts as needed.

How will the school measure and review my child's progress towards outcomes?

We follow the **Graduated Approach** (assess, plan, do, and review):

1. **Assess**: Gather information from teachers, parents, and external professionals.
2. **Plan**: Set clear goals and outline support strategies.
3. **Do**: Implement interventions and monitor their application.
4. **Review**: Evaluate effectiveness and make adjustments.

The class or subject teacher will work with the Inclusion Manager to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How do we consult and involve pupils and parents?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will notify parents when it is decided that a pupil will receive SEND support.

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

We encourage all children, including those with SEN, to make decisions about their education.

All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

· Asking questions in lessons

· Asking questions in books

· Target setting

Children with SEN Support

In addition, children with SEND support have a plan that outlines the support needed to achieve their outcomes. The outcomes and the additional support needed to help the children achieve them are recorded termly as a plan on our school provision map.

Children with an EHC plan

We hold an Annual Review meeting. We work with the parents and pupil to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the children's views in this meeting in as appropriate a way as possible. Staff work with pupils and parents to develop an "All about me" presentations or an up to date one page profile that is presented to the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults involved as well as insights into their happiness and goals.

How will the school adapt its teaching for my child?

We customise teaching methods by:

- Differentiating lessons and grouping strategies.
- Providing assistive tools like laptops and visual aids.
- Adjusting classroom environments and teaching styles.

How will the school evaluate the effectiveness of support?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their IPMs (Individual Provision Maps) each term
- Reviewing the impact of interventions frequently (usually termly)
- Using pupil and parent questionnaires for children with EHCPs
- Monitoring by the Inclusion Manager
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

How will the school secure resources for my child?

Resources include teaching assistants, tailored interventions, and external services.

How will the school include my child in activities alongside pupils without SEN?

All extracurricular activities, trips, and events are inclusive. Reasonable adjustments are made to ensure participation.

How does the school ensure fair admissions for pupils with SEN or disabilities?

We adhere to the School Admissions Code of Practice, ensuring equal access for all pupils.

How does the school support pupils with disabilities?

We provide differentiated teaching, physical accessibility, and tailored resources in line with the Equality Act 2010.

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

We offer:

- Social skills groups.
- Play therapy and counselling services.
- Art Therapy
- Rainbows (Support is offered through a structured programme involving peer support groups)
- Ealing Mental Health Support Team on site

What support is available during transitions?

We prepare for transitions through:

- Pre-transition meetings and visits.
- Sharing records and tailored transition plans.
- Liaising with future schools or settings.

What should I do if I have a complaint about SEN support?

If you have concerns about SEND provision at our school, the following steps should be taken:

1. First, speak with the Class Teacher, then the Phase Leader or Inclusion Manager, who will work with you to resolve the issue.
2. If the matter remains unresolved, you may contact the Deputy Headteacher or Headteacher.
3. Parents can also refer to the school's Complaints Policy for further details.
4. Parents of children with disabilities have the right to contact the First-Tier SEND Tribunal if they believe the school has discriminated against their child.

How effective is our SEND Provision?

66 children are on the SEN register (as at December 2025)

16 children have Education, Health and Care Plans.

Last year we provided the following interventions for children with SEN:

- Lego Therapy
- Zones of Regulation (individual pupils)
- Phonological Awareness
- Word aware
- Pre teaching vocabulary
- Occupational Therapy
- Fine motor skills
- Toe by Toe (1:1 provision for dyslexic pupils and pupils who are having significant difficulties with their spelling)
- Little Wandle (reading intervention)
- Social Skills group interventions Social Thinking
- Speech and language intervention groups – Box Clever
- Colourful Semantics
- Maths interventions
- ELSA (Emotional Literacy Support Assistants). Children are encouraged to recognise, understand and manage their emotions to increase success and attainment. This is delivered on a 1:1 basis and some small groups for Yr. 7 transition for example.
- Handwriting interventions
- Rolling reading
- Reading comprehension intervention
- Literacy for All

Where is the Local Authority's Local Offer published?

The Ealing Local Authority Local Offer is available at:
www.ealingfamiliesdirectory.org.uk