

## **St. Joseph's Catholic Primary School, a Voluntary Academy**

### **SEND Information Report 2025-2026**

#### **Introduction**

St. Joseph's Catholic Primary School is committed to meeting the needs of pupils with Special Educational Needs and Disabilities, regardless of their specific needs, strive to ensure all pupils make the best possible progress as they journey through the school.

St. Joseph's Catholic Primary School is an inclusive school, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and Sensory and Physical Needs.

#### **What are Special Educational Needs and Disabilities (SEND)?**

Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. At St. Joseph's Catholic Primary School, we are committed to providing these children with extra or different help from that given to other children of the same age.

Children with SEND at St. Joseph's Catholic Primary School are given extra help for a variety of needs including: thinking and understanding; physical or sensory difficulties; emotional and social difficulties; speech and language difficulties; or how they relate and behave with other people.

Many children will have SEND of some kind at some time during their education. We are committed to helping children overcome these barriers, wherever possible, quickly and easily. As a result of this, there are some children who will need extra help for some or all of their time in school. Please see Accessibility Plan for St Joseph's.\*\*[Hyperlink](#)

SEND could mean a child has difficulties with:

- All of the work in school;
- Reading, writing, mathematics or understanding information;
- Expressing themselves or understanding what others are saying;
- Making friends or relating to adults;
- Organising themselves;
- Behaving appropriately in school;
- Some kind of sensory or physical need which may affect them in school.

These are just examples. However, please note the law states that children do not have learning difficulties just because their first language is not English. However, we are fully aware that some of these children may have learning difficulties too.

### **Our Principles**

St. Joseph's Catholic Primary School recognises and values the principles outlined in the SEND Code of Practice. The following principles are observed by all staff and professionals working with our children who have SEND or disabilities:

- We take into account the view of children and their families;
- We enable children and their parents to participate in decision-making;
- We collaborate with partners in education, health and social care to provide support;
- We identify the precise needs of children;
- We make high quality provision to meet the needs of children;
- We help children to prepare for secondary education.

### **The Special Educational Needs Co-ordinator (SENCo)**

The SENCo in school is Miss Becky Egerton. The SENCo has day-to-day responsibility for the operation of the SEND policy and the co-ordinating of specific provision made to support individual pupils with SEN, including those who have Education Health Care Plans (EHC Plans), working closely with staff, parents and carers and other agencies.

The SENCo provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND. Miss Egerton works with professionals and provides a supporting role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

Furthermore, the SENCo plays an important role with the Headteacher and Governing Body in determining the strategic development of the SEND policy and provision in school, in order to raise the achievement of children with SEND.

### **How does St. Joseph's Support Pupils with SEND?**

At St. Joseph's Catholic Primary School, we place great importance on identifying special educational needs and disabilities early so that we can help children as quickly as possible. This is achieved through rigorous data analysis, observations and through professional discussion with class teachers and teaching assistants.

We recognise that children make progress at various rates and have different ways in which they learn better. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, books and materials they give to each child, as well as the way they teach. Therefore, all teachers consider a number of options and choose the most appropriate ways to help each children learn from a range of activities in and out of the classroom (including off-site activities)

Children making slower progress or having particular difficulties in one area may be given extra help or additional lessons to help them succeed, including specific interventions to address misconceptions and other programmes of support.

The Code of Practice describes how help for children with SEND should be made by a step-by-step or "Graduated Approach".

### **What is the "Graduated Approach"?**

The Graduated Approach recognises that children learn in different ways and can have different levels of SEND. Therefore, increasingly, step-by-step, specialist expertise may be brought in to help the school with the difficulties that a child may have. Parents are fully informed in the event of the involvement of specialists. This extra or different help could be a different way of teaching certain things, some extra help from an adult, either one-to-one or in a small group, or use of particular equipment like a computer or other physical resource. Please note that help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of your child's education.

### **What do you do if you have concerns or worries about your child?**

If you think your child may have a Special Educational Need or Disability that has not been identified by school, your first step should be to talk to your child's class teacher; the class teacher will then inform Miss Egerton, the SENCo.

The class teacher and SENCo will then meet with you and discuss your concerns. A view of what school thinks will be given as well. The SENCo will be able to explain what happens next.

When a meeting is arranged with your child's class teacher and the SENCo, you may wish to ask if:

- school thinks your child has difficulties;
- school thinks your child has special educational needs;

- your child is able to work at Age Related Expectations;
- your child is already getting some extra help;
- you can help your child.

We will consult with parents about all the decisions that affect their child. If you, as a parent have concerns or worries at any time, you should share them with your child's teacher, SENCo, Deputy Headteacher, Headteacher or any other professional working with your child.

Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

If you want to talk to someone who is independent and knows about Special Educational Needs, you can get advice from the local Derbyshire Information and Advice Service. Contact details can be found [here](#).

Where a pupil is receiving SEND support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. This is done in the form of an individualised provision map or Individual Educational Plan (IEP).

The views of the pupil will be included in these discussions. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

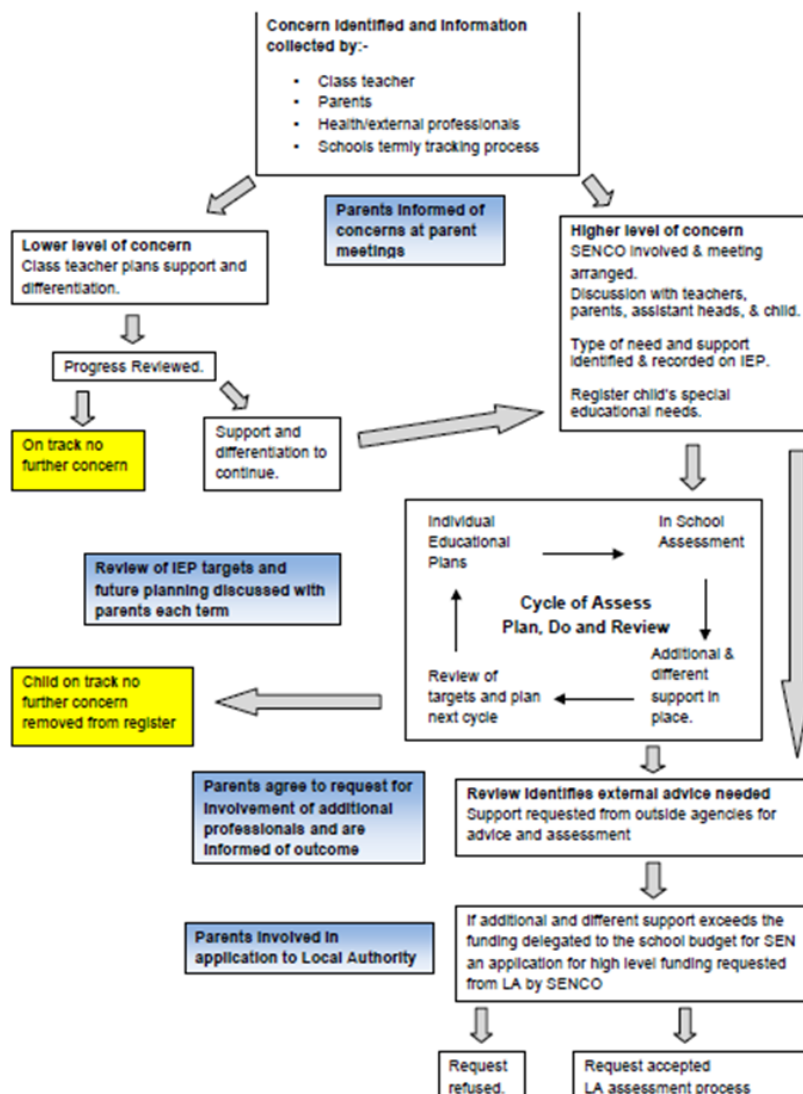
A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the pupil's parents.

### **How are Children with SEND Identified and Supported in School?**

There are four broad areas of need and support, which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

Identifying children with SEND and assessing their needs is done as follows:



Only a few pupils will require interventions which are **additional to** and **different from** the differentiated curriculum provided for all pupils. This forms part of the **Graduated Approach**.

At St. Joseph's, we assess each pupil's current skills and levels of attainment on entry to school, building on information from their nursery setting. We also consider if a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments we may need to make for them.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils and receive SEND updates and training to ensure learning needs are met.

Identification and assessment of pupils' SEND will include:

- End of Key Stage attainment data;
- Assessment for Learning materials;
- Standardised tests;
- Teacher observation;
- Information and advice from other agencies;
- Views of the pupil;
- Views of parents;
- Diagnostic tests;
- Observational checklists;
- Dynamic forms of assessment which involve:
  - Observing and recording responses in different environments;
  - Identifying strengths and weaknesses;
  - Identifying learning rates and learning styles.

Assessment information highlights pupils making less than expected progress, given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than the rest of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

We also assess progress in areas other than attainment. For instance, where a child needs to make additional progress with wider development or social needs in order to make a successful transition to Secondary School, then we would put in place extra interventions and support to meet these needs.

Where a child is making less progress than expected, the first response to such progress is high quality teaching that is targeted at areas of weakness.

However, if pupils continue to make less than expected progress, despite this high quality teaching intervention, the teacher, working with the SENCo, will assess whether the child has SEND. The pupil's response to such support helps to identify their particular needs.



## How does school decide whether to make Special Educational Provision?

In deciding whether to make special educational provision, the teacher and SENCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. These early discussions aim to develop a good understanding of the child's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions are added to the pupil's record on the school information system and given to parents.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This then helps to determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. The outcomes considered include those needed to make successful transitions between phases of education.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **Graduated Approach**. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there will be an assessment to determine whether there are any causal factors, such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as Early Help Assessment, may be appropriate.

Staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being. We ensure appropriate provision is made in order to prevent problems escalating. Where there are long-lasting difficulties, we would consider whether the child might have SEND.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, there may be an indicator of a range of learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

### **At what point are Specialists Involved in my Child's Learning?**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, we will consider involving specialists. This could include, for example, a speech and language therapist, specialist teachers for the hearing or visually impaired, occupational therapists or physiotherapists. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child in the same way as other SEND support.

In addition to this, Derbyshire schools have consultations with the Inclusion Service which includes, Inclusion Support Advisory Teachers (ISATs) who work with the SENDCo and Head Teacher to ensure inclusive practice across the whole school. If a pupil requires further specialist support a referral to the Targeted and Specialist Service may be necessary and they could provide individualised support plans for pupils for school to implement.

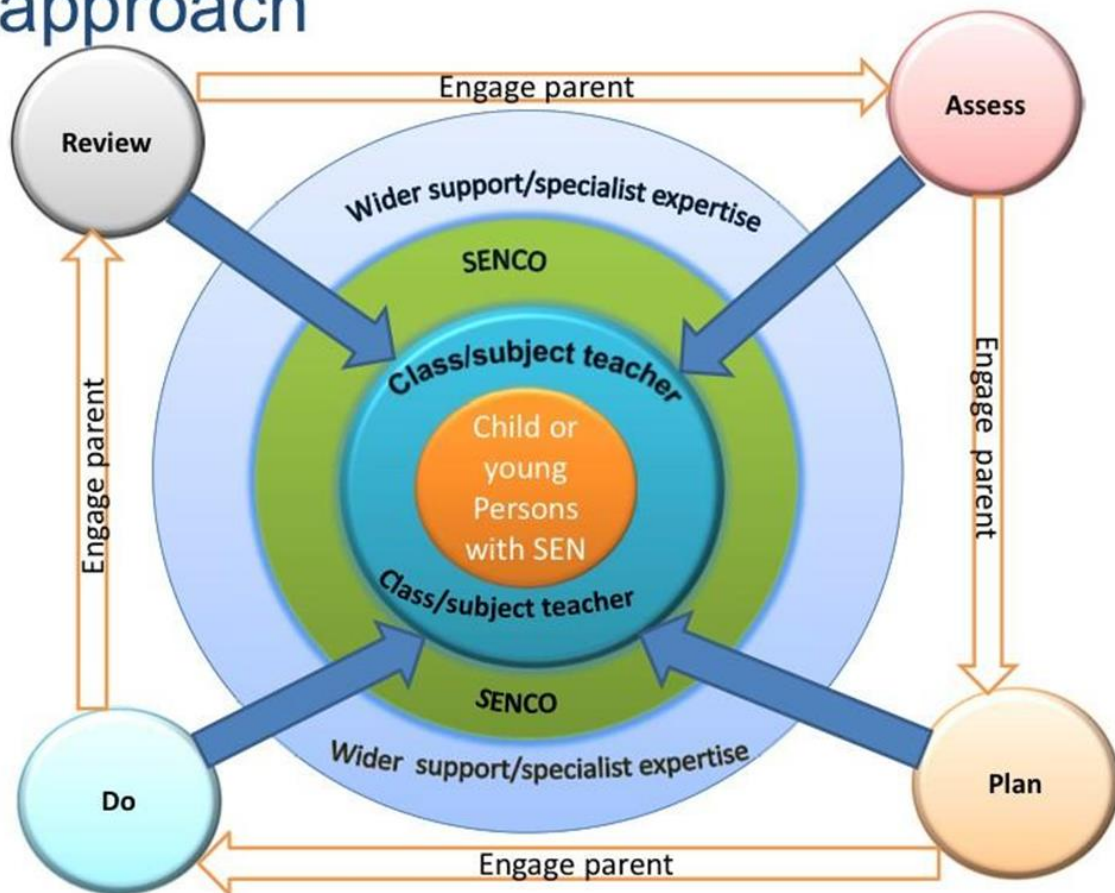
The SENCo and class teacher, together with specialists and the pupil's parents will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

### **How can an Education, Health and Care needs assessment (EHCNA) be requested?**

SEND support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision, the Local Authority will expect to see evidence of the action taken by the school as part of SEND support.

**\*How to apply for EHCNA Hub\***

### 3. The reform vision: A whole school approach



From the diagram above, it should be clear that the child is at the centre of all that we do, review, assess and plan. If able to do so, children are fully involved in setting targets and contribute to how they believe they might best achieve this. Also, parents are engaged and kept informed; they may also suggest how best to support their child. As you can see by the arrows, each of the four areas - do, review, assess and plan - are the class teacher's responsibility. Teachers are now held fully accountable for the progress of pupils with SEND, so to support teachers, the SENCo is the first port of call if they have concerns or need advice (or the Headteacher of course). The SENCo may then get the advice or support of specialist expertise.

## **What is the approach to teaching children with SEND?**

At St. Joseph's Catholic Primary School, we recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and the materials they give to each child, as well as the way they teach. Therefore, all teachers consider a number of options and choose the most appropriate ways to help each child learn. This is referred to as 'differentiating the curriculum'.

As well as this, teaching assistants are used to support pupils' learning. They are appropriately prepared and trained to support pupils in accessing the curriculum.

## **How is the decision made about what type and how much support my child will receive?**

The class teacher, along with Mrs. Seaman and Miss. Egerton, will discuss each child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential. Parents will be informed by the class teacher of the type and amount of support a child will receive.

## **How does the school judge whether the support has had an impact?**

Regular meetings are held where teachers and parents evaluate the IEP of a child with SEND. New targets are then set as a result of the meeting if support needs to continue. If a child has not met any of their targets, the reasons for this will be discussed and then the target may be adapted into smaller steps, or a different approach may be tried to ensure the child makes progress. A copy of a child's IEP will be given to parents.

Entry and exit tests are frequently used before and after a child receives extra support and intervention. The results of these tests are then used to measure the success of the extra help, and support class teachers in identifying any further gaps in knowledge or understanding.

As a school, each child's assessment data is submitted to the Senior Leadership Team on a termly basis. This data is measured against national age related expectations. Class teachers continually assess each child and note areas where they are improving and where further support is needed. Children's progress is tracked from their admission through to Year 6 and analysed by the Senior Leadership Team. Children who are not making expected progress are identified and, through termly Pupil Progress Meetings, a discussion is held about the difficulties these pupils are experiencing and what further support can be given to aid their progress.

Children may be removed from the Special Educational Needs register when they have made sufficient progress and no longer require additional help.

### **What opportunities will there be for me to discuss my child's progress?**

We strongly believe that a child's education is a partnership between parents and teachers. As a result, we aim to communicate regularly with you. You are invited to discuss your child's progress at parents' evening. In addition to this, a review meeting may be held separately where you and the class teacher discuss attainment and progress.

Please feel free to contact school and make an appointment at any time to meet with either the class teacher or Miss Egerton where you will be able to discuss how your child is progressing.

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

The class teacher will offer advice and practical ways that you can help your child at home. Your child will have individual targets which will be discussed with parents on a regular basis. The targets are SMART (Specific, Measurable, Achievable, Realistic, Time-Scaled) targets, with the expectation that a child will achieve the target by the time it is reviewed.

If your child has a complex special educational need or a disability they may have an Education and Health Care Plan (EHC Plan), which means that a formal meeting will take place annually to review your child's progress.

If applicable, recommendations from external agencies will be shared with you so that strategies can be implemented at home and school.

### **What is the Local Offer?**

The Children and Families Bill became enacted in 2014. Since this date, Local Authorities and schools have been required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Derbyshire's Local Offer can be found [here](#).

### **Who can I contact for further information or to discuss a concern?**

The first point of contact is your child's class teacher to share your concerns. You could also arrange to meet with the SENCo, Miss Egerton. The school's SEND Policy, which is on the school's website, should also be read in conjunction with this SEND Report.

### **What if I have a complaint about the SEND Provision for my child?**

In the first instance, any concerns should be raised with your child's class teacher and/or the SENCo. If your concern has not been resolved, please refer to and use the schools' Complaints Procedure, which can be found on the school's website.

**Reviewed: July 2025**

Review date: July 2026