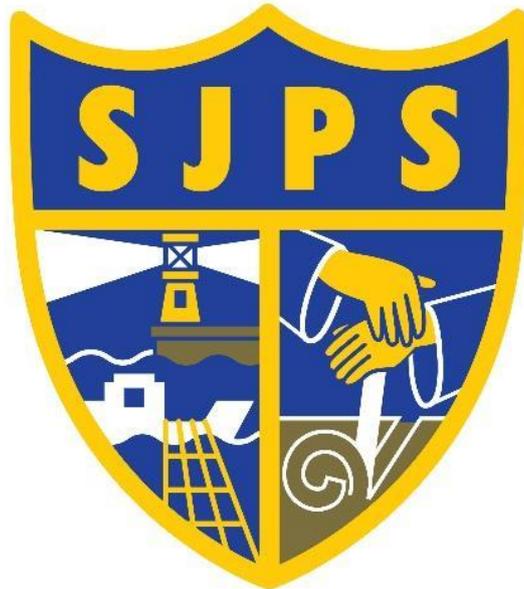


# St. Joseph's Catholic Primary School



## SEND Information Report

**Approved by Governors: March 2024**

**Review Date: March 2025**

**Signed: \_\_\_\_\_ (Chair of Governors)**

## Definition of Special Educational Needs and Disability

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

St Joseph's Catholic Primary School is a fully inclusive school which aims to ensure that all pupils achieve their potential personally, socially, emotionally, physically, spiritually and educationally. We recognise that Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

### Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### Sensory and/or physical needs

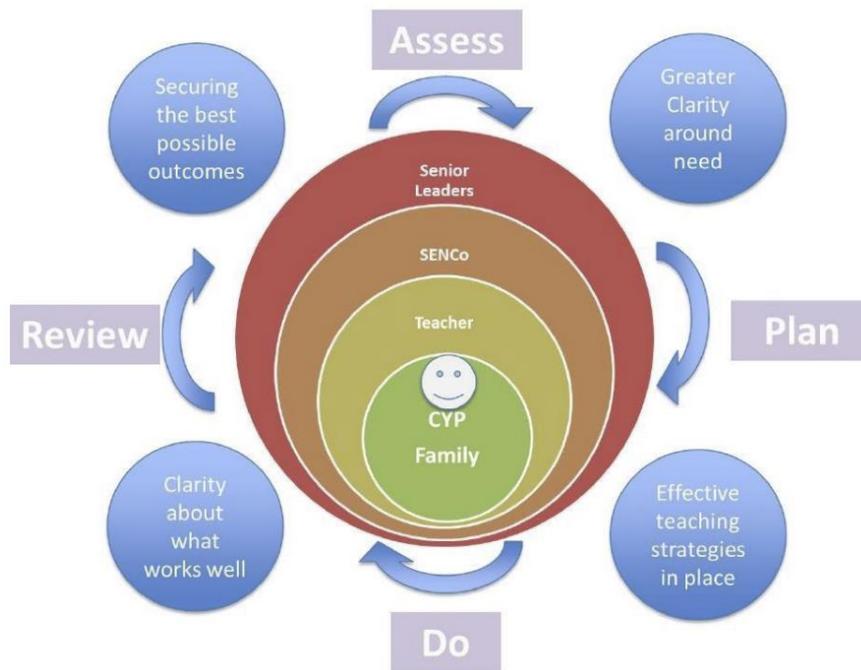
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### A Graduated Approach

At St. Joseph's, we believe that every teacher is a teacher of every child, including those with additional needs. The staff work together as a team with collective responsibility to:

- promptly identify and assess needs
- to implement agreed targets and monitor and review pupils' performance and progress
- to work in partnership with parents/carers and outside agencies



For all children we consider the Graduated Approach. This is a four-part cycle of action: ASSESS, PLAN, DO and REVIEW, where each stage is continuously revisited, refined and revised. At the centre of this cycle is the child, parents/carers and class teacher, with the SENCo to advise and support. This is part of our commitment to Quality First Teaching for all children. At this stage, children are usually placed on a monitoring list whilst initial interventions or adaptations are implemented.



In some cases, interventions may not have the desired impact. When this is the case, the class teacher can complete an initial concerns form which will details all previous actions taken. The SENCo will then meet with the class teacher to discuss next steps focusing on the specific area of need.



External professionals will become involved if suitable evidence of the graduated approach is provided. They will often come in to school to assess/observe and will follow up with a report detailing strengths, weaknesses and strategies/approaches to implement. They always offer informal advice to staff as well as a formal report. At the point of an external professional becoming involved, the pupil is then placed on the SEND register, under the category SEND Support.



In some cases, a pupil could be seen by an external professional and act on the advice provided with evident impact, but there are still concerns in other areas. Because they have an area of need recognised, this does not rule out that they may experience

multiple difficulties. Teachers should continue to implement the graduated approach and build up an evidence bank in the additional area of concern.



Sometimes, professional advice could be implemented yet the pupil is still considerably behind their peers. In some cases, this is where the process of statutory assessment begins. Statutory assessment (the process to apply for an Education Health and Care Plan- EHCP) is for children who are significantly behind their same age peers. The process takes on average 20 weeks and all professional views will be sought to present the case to panel.

### **Staff Roles and Responsibilities**

#### **Headteacher: Mrs C Bryant**

Responsible for:

The day-to-day management of all aspects of the school; this includes the support for children with SEND.

- The Head Teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met;
- The Head Teacher must make sure that the Local Governing Committee is kept up to date about issues relating to SEND;

#### **SEND Governor: Mr V Turner**

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the Inclusion and Equality policy.

**School contact telephone number:** 0191 257 3097

**School email address:** [info@stjosephsrc-primary.co.uk](mailto:info@stjosephsrc-primary.co.uk)

#### **Special Educational Needs and Disabilities Coordinator (SENDCo): Mrs J Aitken**

Responsible for:

- Developing, reviewing and overseeing the impact of the school's SEND policy;
- Co-ordinating all the support for children with special educational needs or disabilities (SEND);
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible;
- Ensuring that parents are:
  - involved in supporting your child's learning;
  - kept informed about the support your child is getting;
  - involved in reviewing how they are doing;
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology;
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept;

**School contact telephone number:** 0191 257 3097

**SEND email address:** [send@stjosephsrc-primary.co.uk](mailto:send@stjosephsrc-primary.co.uk)

#### **Class Teacher:**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) alongside the Special Education Needs/Disabilities Co-ordinator (SENDCo);
- Writing Individual Learning Plans (ILPs), and sharing and reviewing these with parents termly;
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND;
- Overseeing support that Teaching Assistants provide for your child;
- Ensuring that you are involved in supporting your child's learning;

Class Teachers can be contacted via the phase emails:

[evfs@stjosephsrc-primary.co.uk](mailto:evfs@stjosephsrc-primary.co.uk)  
[year12@stjosephsrc-primary.co.uk](mailto:year12@stjosephsrc-primary.co.uk)  
[year34@stjosephsrc-primary.co.uk](mailto:year34@stjosephsrc-primary.co.uk)  
[year56@stjosephsrc-primary.co.uk](mailto:year56@stjosephsrc-primary.co.uk)

### **Support Staff:**

With the support of the SENDCo, support staff work alongside class teachers to support SEND pupils, both in and out of class in 1:1 or small group situations.

Support staff are responsible for delivering interventions across school such as:

- Dyslexia programme
- Communicate and Regulate
- Lego Therapy
- SALT programmes
- Dyscalculia programme
- Occupational Therapy

### **Assess, Plan, Do, Review**

**Assess:** Early identification of needs is essential so intervention and/or support can be accessed as soon as possible. At St. Joseph's, we do this in a number of ways:

- Response to day-to-day classroom work and routines;
- Concerns raised by parents/carers;
- Concerns raised by staff;
- Analysis of data;
- Pupil progress meetings;
- Senior Leadership Team (SLT) meetings;
- Standardised screening and assessment tests;
- Liaison with external agencies;
- Observations in class, around the school/playground;
- Liaison with previous setting;
- Health Diagnosis;

Where concerns are raised, an initial concerns form will be completed and SMART targets set. It is vital that pupils, parents and teachers have a voice and that they are consulted about their child's education. Individual Learning Plans (ILPs) are updated termly and both pupil and parent voice will be gathered at each review. In addition to this there are termly parent evenings and all pupils receive an end of term report:

- Autumn and Spring Term: One page pupil review
- Summer: End of Year Report

At St. Joseph's, we recognise the importance of working with families to provide the best and most appropriate education for their child. The SENCOs are always available to make an appointment with, if families feel that they would like further opportunities to discuss their child's needs.



### **Plan**

When there has been a concern raised about a pupil, the next steps are to put strategies in place and make adjustments to provision to support the child. To ensure this is done effectively, we work with a range of external agencies:

- Educational Psychologist;
- Dyslexia Referral Team;
- Attendance and Placement Team;
- School Support Team;
- Language and Communication Team;

- Child Adolescent Mental Health Services (CAHMS);
- Next Steps Counselling - School Counsellor;
- School Nurse;
- Speech and language therapist;
- Early years Portage Service;
- Social Services;
- Early Help Team;
- Health Visitors and others where needed.

### Staff Training

The SENDCo's role is to support class teachers in planning for children with SEND.

- St. Joseph's provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD); speech and language difficulties and Trauma;
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class;
- Teaching Assistants receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Many members of staff have basic training in Autistic Spectrum Conditions or Specific Learning Difficulties, which is a common area of SEND in our school. Other training includes, but not limited to:
  - phonics and reading;
  - emotional/mental health;
  - ELKLAN;
  - Occupational Therapy,
  - Dyslexia;
  - Lego Therapy;
  - Communicate and Regulate;



### Do

Once we have identified a child needs further support and advice has been received from an external agency, it is at this point that a child would usually go on our SEND register. The plan and recommendations that have been made are then acted upon. This support comes in many forms—from using an iPad app, to offering a regular or short burst intervention, from creating a visual timetable to setting up a reward chart for example.

In class adaptations may be made or specialist equipment may be provided, such as:

- Specialised pens/ pencils;
- Pen/pencil grippers;
- Wobble cushions;
- Chair kick bands;
- Foot stools;
- Desk prompts to assist work;
- Ear defenders;
- Privacy screens;
- Fidgets;

For SEND pupils with physical disabilities who may require specialist equipment or adaptations to be made, our building is a single story with accessibility ramps at all entrances and exits.

At St. Joseph's, we recognise that some pupils may need spaces and time to regulate when they feel overwhelmed. We have developed a small sensory room as well as other designated spaces throughout school that children are able to access.

Some of the strategies and interventions used throughout school include:

- Dyslexia programmes

- Dyscalculia programme;
- Power of 2;
- Read Write Inc;
- Read Write Inc bespoke intervention;
- Fresh Start
- BRP;
- Lego Therapy;
- Communicate and Regulate;
- School Counsellor;
- Time to Talk;
- Socially Speaking;
- Times Tables Rockstars;
- Blast;
- Word Aware;

Pupils in Year 6 are supported to participate in KS2 statutory assessments. SEND pupils can have a range of access arrangements put in place such as; having a reader, having a scribe or having additional time. These arrangements are discussed and agreed with the Head Teacher, SENDCo, Y6 Teacher and parents/ carers so that the options that best suit the child are applied for.



## Review

The review process is integral to the monitoring the success of any planned intervention or support in order to measure impact and plan next steps.

Impact and Effectiveness is reviewed through:

- Review meetings with parents/carers;
- Looking at teacher assessments of pupils every half term and at termly pupil progress meetings;
- Using additional assessment tools e.g. Sandwell maths age; Yarc reading age assessment; half termly phonic screen;
- SENDCo or external professional observations;
- External Professional follow up assessment;

## Admissions:

St. Joseph's is an inclusive school where no child is discriminated against on admission on grounds of SEND. You can apply for a place at St. Joseph's at any point in your child's schooling from Nursery to Year 6.

## Transition from other settings:

Before a pupil starts St Joseph's, parents are invited to bring their children for Nursery visits and any special concerns about particular needs will be brought to the attention of the SENDCO. St Joseph's has developed good relationships with feeder nursery schools and relevant information is shared prior to transition so that appropriate adjustments can be made.

When children join from another school, the teacher and SENDCO will gather relevant details about SEND from the parents and the previous school. Children transferring from St Joseph's to a new school will have their SEND records sent on.

At point of transfer to secondary school, information is shared regarding vulnerable pupils and SEND records sent. When children with SEND move from one year level to the next information is shared between current teachers and the next in the summer term on a transition document and a face to face meeting. The SENDCO will also arrange meetings with class teachers to discuss children on the SEND register early on in the new autumn term.

## Accessibility:

**Accessibility Plan:** Our accessibility plan is available to view on the school website: [www.stjosephsrc-primary.co.uk](http://www.stjosephsrc-primary.co.uk) Our site is on one level and there are two accessible toilets on site.

**Off-site activities:** Staff arranging an offsite trip will discuss with parents and the SENDCo any requirements needed and the suitability of any trip which the school is taking part in. We will then discuss any additional requirements that we will need to put

into place to ensure that all children can take part. We support children on off-site visits and are flexible in our approach to residential visits.

## SENDIASS

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is a specialist service who can help and guide you in all aspects of special educational needs.

You can find more information on SENDIASS website: [www.sendiassnorthtyneside.org.uk](http://www.sendiassnorthtyneside.org.uk)

## North Tyneside Local Offer:

You can read more about North Tyneside's Local Offer by following this link: [North Tyneside Local Offer](#)

**North Tyneside SEND Local Offer provides information for children and young people from birth to 25 years with Special Educational Needs and/or Disabilities (SEND) and their families.**

North Tyneside SEND Local Offer brings together information in one place so young people, parents and carers can see the range of services and support available in their local area and understand how to access them.

Visit [www.northtyneside.gov.uk](http://www.northtyneside.gov.uk) and search 'North Tyneside Local Offer' or scan the QR code.

North Tyneside SEND Local Offer @NTC\_SEND\_LO

North Tyneside Council

The banner features a QR code on the left, a photograph of two young children in a classroom setting in the center, and the North Tyneside Council crest on the right. The background is a mix of yellow and blue.

## Other Useful Links:

North Tyneside Parent/Carer Forum: [North Tyneside Parent Carer Forum cic \(ntpcf.co.uk\)](http://ntpcf.co.uk)

Pathways 4 All: [Pathways 4 All North East Disabled Children's Charity](#)

## Complaints

Should you have any concerns about the support that your child is receiving, we hope that you will feel able to approach your child's class teacher in the first instance, or the SENCO, to discuss this. They will be happy to meet with you and work together with you to help resolve any issues or concerns that you may have. Our SEN Governor can also be contacted separately through the email address: [info@stjosephsrc-primary.co.uk](mailto:info@stjosephsrc-primary.co.uk)

We will always try to arrange a meeting at the earliest possible opportunity should you have any concerns about SEND provision. However, if there are still unresolved issues, you may wish to make a formal complaint according to the procedures set out within our Complaints Policy. You can view this document at: [www.stjosephsrc-primary.co.uk/policies](http://www.stjosephsrc-primary.co.uk/policies)

**Paper copies of this document can be requested from the school office**  
[info@stjosephsrc-primary.co.uk](mailto:info@stjosephsrc-primary.co.uk)  
0191 2573097