

# St Joseph's Catholic Primary School A voluntary Academy



## SEND Information Report- September 2026

### 1. Introduction

St Joseph's Catholic Primary School is a caring, inclusive primary school within the Bishop Wheeler Catholic Academy Trust, serving the parish and local community. As a Roman Catholic school within the Diocese of Leeds, we are guided by our mission statement: "With Jesus at the centre of all we do and say." Our Catholic ethos underpins every aspect of school life as we seek to nurture the whole child academically, socially, emotionally and spiritually.

We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), reach their full potential in a supportive and inclusive environment.

A child is considered to have SEND if they have a learning difficulty or disability that requires provision different from, or additional to, that normally available to pupils of the same age (as defined by the Children and Families Act 2014 and the SEND Code of Practice 2015).

We support children with a wide range of needs, including:

- **Cognition and Learning** – e.g. moderate learning difficulties, dyslexia, dyspraxia.
- **Communication and Interaction** – e.g. autism spectrum condition, speech and language delay.
- **Social, Emotional and Mental Health (SEMH)** – e.g. ADHD, anxiety, emotional regulation needs.
- **Sensory and/or Physical Needs** – e.g. hearing or visual impairment, medical or physical disabilities.

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### 2. Identification and Assessment of Needs

Early identification is essential to ensure that children receive the right support. We use a graduated approach:

1. **Assess** – Teachers regularly monitor progress and identify barriers to learning through assessments, observations, and discussions with parents and previous settings.
2. **Plan** – If extra help is required, a support plan is created in consultation with the SENDCo, class teacher, parents, and, where appropriate, the pupil.
3. **Do** – Additional support is put in place, which may include small-group work, tailored resources, or specialist advice.
4. **Review** – Progress is reviewed termly and plans are adapted as needed.

We also gather information from:

- Baseline assessments and teacher observations.
- Feedback from parents or carers.
- External professionals (e.g. speech therapists, educational psychologists).

If necessary, we may use diagnostic tools or refer to external services to gain a clearer understanding of a child's needs. Parents are always informed and involved at every stage.

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### 3. Support and Provision

SEND support at St Joseph's follows a **graduated response** to ensure the right level of help for each child.

#### a) Quality First Teaching

- Lessons are adapted to meet the needs of all learners.
- Teachers use a variety of approaches such as visual aids, scaffolded tasks, and multi-sensory methods.
- Regular feedback ensures children understand how to improve.

#### b) Targeted Interventions

When children require additional support, we may provide:

- **Small group work** focused on literacy, numeracy, speech and language, or social skills.
- **1:1 sessions** for pupils needing individualised attention.
- **Specialist resources**, such as writing slopes, coloured overlays, or software to support reading and writing.

Teaching Assistants (TAs) and support staff are trained to deliver interventions and provide in-class assistance where it is most needed.

#### c) Specialist Support

If progress remains limited, we may seek input from external professionals. Strategies and advice from these specialists are integrated into the child's Individual Education Plan (IEP) and reviewed regularly.

Each term, a provision map is updated to record the type, frequency, and effectiveness of support for all pupils receiving SEND provision.

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### 4. Roles and Responsibilities

#### Class Teachers

- Deliver high-quality, inclusive teaching.
- Identify and track pupils needing additional support.

- Work closely with the SENDCo to plan, implement, and review interventions.
- Communicate regularly with parents and carers.

#### **SENDCo – Ms Catherine Naylor**

- Coordinates SEND provision across the school.
- Oversees the assessment process, IEPs, and provision maps.
- Liaises with external professionals and services.
- Provides staff training and ensures compliance with the SEND Code of Practice.

#### **Headteacher – Mrs Carmen Hargreaves**

- Ensures that SEND provision is properly resourced and implemented.
- Works closely with the SENDCo and governors to monitor progress and impact.

#### **SEND Governor – Ms April Czarnecki**

- Monitors the implementation of the SEND Policy.
- Ensures accountability and supports strategic development of SEND provision.

### **5. Partnership with Parents and Pupils**

We believe strong collaboration with parents and carers is key to supporting children with SEND.

Parents are involved through:

- **Termly review meetings** to discuss progress and next steps.
- **Regular communication** via meetings, phone calls, or online platforms.
- **Workshops or information sessions** to help families support learning at home.

Pupils are encouraged to take an active role in their learning by discussing their targets, reflecting on progress, and attending review meetings when appropriate.

We also use translation tools when required, ensuring that all families are included and informed.

### **6. Curriculum and Accessibility**

We are committed to delivering a broad and balanced curriculum accessible to all pupils.

Adjustments may include:

- Differentiated planning and adapted tasks.
- Use of assistive technology and visual timetables.
- Additional adult support or peer mentoring.

The school building is fully accessible, with:

- Step-free access and ramps.
- Accessible toilet facilities.
- Adapted taps and fittings.
- Clearly marked routes for pupils with visual or mobility difficulties.

Reasonable adjustments are made to ensure all pupils can participate in assemblies, clubs, and school trips, with additional staffing or parental involvement where needed.

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## **7. External Agencies and EHC Plans**

We work closely with external professionals to support children whose needs require specialist input. These may include:

- Speech and Language Therapy (SALT)
- Educational Psychology Services
- Occupational and Physiotherapy
- Child and Adolescent Mental Health Services (CAMHS)
- Local Authority SEND and Inclusion Teams

Where more significant or long-term support is needed, the SENDCo may work with parents to request a statutory assessment for an Education, Health and Care (EHC) Plan.

The EHC Plan outlines:

- The child's special educational needs.
- Desired outcomes and support required.
- Roles of education, health, and social care.

Annual reviews of EHC Plans are coordinated by the SENDCo and involve parents, pupils, school staff and relevant professionals.

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## **8. Transitions and Inclusion**

We carefully plan all transitions to ensure children with SEND feel confident and supported.

### **Starting School:**

- Visits to nurseries and meetings with parents and staff before entry.
- Induction sessions and transition booklets to familiarise children with routines.

### **Moving Between Classes:**

- Information handover meetings between teachers.
- Extra visits or support for pupils who find change difficult.

### **Transition to Secondary School:**

- Early planning in Year 5 for pupils with EHC Plans.
- Additional visits and transition meetings with secondary staff.
- Sharing of records and strategies to ensure a smooth handover.

All children, including those with SEND, are encouraged to join in clubs, school council, trips, and parish events, with reasonable adjustments made to support participation.

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## **9. Monitoring and Evaluation**

The effectiveness of SEND provision is regularly reviewed through:

- Analysis of pupil progress data and intervention outcomes.
- Pupil and parent feedback.
- SENDCo monitoring and learning walks.
- Support visits from our Trust
- Reports to the Headteacher and Governing Body.

Adjustments are made as needed to ensure each child continues to make progress and receive the right support.

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## **10. Well-being and Safeguarding**

The welfare of every child is central to our ethos.

### **Health and Safety:**

- Medical needs are managed through individual care plans developed with parents and the school nurse.
- Medicines are securely stored and administered according to policy.

### **Emotional Support:**

- Access to small group or 1:1 nurture sessions.
- Lego therapy, pastoral support, and a quiet space for reflection or calm.
- Lessons and assemblies promoting friendship, resilience, and well-being.

All staff receive safeguarding and first aid training. The Designated Safeguarding Lead (DSL) oversees all child protection matters in line with statutory guidance.

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## **11. Concerns, Complaints, and Contact Information**

We encourage parents to share any concerns early so they can be resolved promptly and positively.

If you have concerns about your child's SEND support:

1. Speak first to the class teacher.
2. If further discussion is needed, contact the SENDCo or Headteacher.
3. If the issue remains unresolved, please refer to the school's Complaints Policy, available on the website or from the school office.

## Contact Details

St Joseph's Catholic Primary School

**Telephone:** 01282 813045

**Email:** [bursar@st-josephs-barlick.lancs.sch.uk](mailto:bursar@st-josephs-barlick.lancs.sch.uk)

**Website:** [www.st-josephs-barlick.lancs.sch.uk](http://www.st-josephs-barlick.lancs.sch.uk)

### Useful Links:

- Lancashire Local Offer – detailed guidance on SEND services and support.
- St Joseph's Local Offer – available on our school website.

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### Relevant Legislation and Statutory Guidance:

- *Children and Families Act 2014: Establishes the framework for identifying and supporting children and young people with SEND.*
- *SEND Code of Practice: 0 to 25 years (2015): Provides statutory guidance for organisations working with children and young people with SEND.*
- *Equality Act 2010: Requires schools to make reasonable adjustments to avoid discrimination against pupils with disabilities.*
- *The Education Act 1996: Sets out the responsibilities of local authorities and schools in relation to children with special educational needs.*
- *The Mental Health and Behaviour in Schools Guidance (2018): Offers advice on supporting pupils with SEMH needs.*

### Summary

At St Joseph's, we believe that every child has the right to an education that recognises their individuality, nurtures their strengths, and supports their needs. By working together—school, home, and wider professionals—we ensure that all pupils, including those with SEND, are given the best opportunity to thrive.