

## Special Educational Needs and Disabilities Information Report 2024-2025

Welcome to our SEN information report which is part of the Cheshire West and Chester Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually.

At St Joseph's Catholic Primary School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

1	What kinds of SEND are provided for at St Joseph's?	<p>At St Joseph's Catholic Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess pupil progress, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.</p> <p>The SEND code of practice identifies 4 areas of need:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, Emotional and Mental Health difficulties</li> <li>• Sensory and/or Physical needs</li> </ul>
2	How do we identify children and young people with SEND	<p>At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:</p> <p><b>"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of</b></p>

	<p>and how do we assess their needs?</p>	<p><b>compulsory school age or a young person has a learning difficulty or disability if they:</b></p> <p><b>(a) have a significantly greater difficulty in learning than the majority of others of the same age: or</b></p> <p><b>(b) have a disability which 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.”</b></p> <p>If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning. Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At St Joseph’s Catholic Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.</p> <p>All children are continually monitored and are assessed termly. Actions are taken at the earliest opportunity to support pupils through class-support or interventions in order to address any needs. We work with children and their families from the beginning of this process. Children who need additional support will also have individual targets set on their Pupil Profile. These targets will be reviewed at least three times a year. Using a plan, do, assess, review cycle, we monitor the impact of interventions and support the holistic progress of our pupils always sharing this information with children and parents. Parents with concerns can speak to any member of staff and can meet with the SENDCo.</p>
3	<p>Who is our SENDCo? (Special Educational Needs Coordinator)</p>	<p>Mrs Burkey for Resource Provision and Key Stage 1 and 2 supported by Mrs King in EYFS.          You can contact Mrs Burkey or Mrs King on 01606 668790 or you can email <a href="mailto:admin@stjosephs.cheshire.sch.uk">admin@stjosephs.cheshire.sch.uk</a> The Chair of</p>

		Governors and SEND governor is Chris Rose.
4	How do we involve parents of children with SEND?	At St Joseph's we have continuous conversations with parents about their children. We are always here to talk to and have many informal drop in sessions. We also ensure that parents are able contribute to their child's learning through the target setting and review process. Annual reviews for children with statements/EHC plans and/or additional funding ensure parents' views are sought. Parents' evenings in Autumn, Spring and Summer terms and reports in Spring term also maintain close links with parents. We keep in regular contact with parents that we don't see as often through the home school diary or via telephone or email. We also provide on Parent workshops.
5	How do we involve children with SEND in shaping their education and future?	All children at SEND support and those with Top Up Funding and EHCPs are able to express their views about their learning and have the opportunity to discuss their dreams and aspirations. Children are included in the target setting process and contribute to the annual review process.
6	What are our arrangements for assessing and reviewing children and young people's progress towards outcomes?	Following on from identification (section 2) we plan support for pupils using the views of the parents and children. Support is monitored and evaluated. Hard and soft data is gathered to support future planning needs. Targets are written and reviewed at least three times a year and at all stages of this plan, do, assess and review process parents and children are consulted.

7	How do we support children in moving to our school and from our school?	<p>We work closely with other pre-school settings to ensure that transition into St Joseph's Primary school is successful for our children. Action for Inclusion meetings are held with all relevant professionals to share information and agree systems to ensure children are happy and therefore able to learn and thrive at our school.</p> <p>School begins to look at high school choices in Year 5 in order to establish if any specific provision is needed. This ensures that our children and families are prepared early for the transition to high school and, if needed, additional transition arrangements can be organised. St Joseph's works closely with St Nicholas Catholic High School and other local high schools to ensure that they have all the information that they need in order for our pupil's to continue to thrive. Action for Inclusion</p>
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8	How do we help to prepare children for adulthood?	<p>We work with children and their families to ensure that they have the skills needed for their futures in secondary education and beyond. We want all our children to become responsible citizens and to contribute positively to society. We work towards these goals by taking a holistic view of our children's needs and prepare opportunities to enable them to fulfil their potential. We have high expectations and aim to help children develop confidence and a "have a go" attitude. Our school and parish community treat one another with respect and tolerance.</p>
9	What is our approach to teaching children and young people with SEND?	<p>At St Joseph's, we believe strongly in inspiring a love of learning and ensure this for our SEND pupils by tailoring the curriculum to support their individual needs. All children are part of a class and have access to quality first teaching alongside their peers.</p> <p>We are inclusive and ensure that children access a full and balanced curriculum. Additional adult support and a range of resources are used to support children's learning in class and through intervention programs. Mrs Barton, our specialist SEN TA, delivers direct specialist support in classrooms during 2 afternoons a week.</p>

10	How do we adapt the curriculum and learning environment for children and young people with SEND?	We are highly reflective and adapt to the needs of our individual children. Children's needs are assessed and addressed regularly and the curriculum is tailored to suit the needs of the individual. Communication between home and school is actively encouraged to ensure that learning is meaningful, enjoyable and can take place in and out of school. We aim to be mutually supportive. The classrooms are adapted to meet the needs of pupils, for example, we have work stations in classrooms for some pupils and we have areas outside of the classroom that children use for specific interventions or learning times. We have areas within school where children can withdraw to should they feel the need. We work closely with professionals to adapt our environment and curriculum to support pupils.
11	What are our areas of expertise in supporting children with SEND and how do we secure the	All staff are trained to deliver quality first teaching to all pupils including those with SEND. Staff are able to differentiate to suit the learning needs of all pupils whilst remaining inclusive to all. Teaching assistants are well trained to support all groups of pupils and in particular those with additional learning needs. Staff undertake regular SEN update training through staff meetings with Mrs Burkey and Mrs Barton. The SENDCo attends local SENDCo

<p>expertise of others?  What training have we had and what future training plans are there?</p>	<p>cluster meetings to keep abreast of changes to SEND provision and to share examples of good practice. In July 2016 the school achieved Cheshire West and Chester's kitemark for 'Supporting Social Communication in School.' We have continued to commit to a range of Autism training across the school and now have a Resource Provision for children with ASC. Our school is recognised as an 'attachment friendly school as well as an IQM Centre of Excellence. We pride ourselves on being 'Dyslexia friendly' and staff have extensive knowledge of dyslexia.</p> <p>Two member of staff are ELKLAN trained (speech and language support) and three members of staff have been trained in the delivery of WELLCOMM. Two members of staff are Firstclass@number trained. Six members of staff who are fully trained as an ELSA (Emotional Literacy Support Assistant). In addition to this, one practitioner is trained in Theraplay. One member of staff is a trained therapeutic counsellor.</p> <p>We work closely with the Autism team to help support other schools. We support and champion OWOW practices and work closely with the team to support other schools.</p> <p>As well as this we have been involved in a local pilots. Staff work with CWAC to deliver training to other schools.</p> <p>We are beginning to offer outreach support for local schools who require advice for children with autism.</p> <p>School works closely with the following professionals to support the needs of our children:</p> <ul style="list-style-type: none"> <li>School Nurse</li> <li>Community Paediatrician</li> <li>ADHD Nurse</li> <li>Autism Team</li> <li>Speech and Language Therapy Services</li> <li>Occupational and Physiotherapy Services</li> <li>Child and Adult Mental Health Service (CAMHS)</li> <li>Educational Psychology Service</li> <li>Health Visitor</li> <li>The Early Years Specialist Support Team</li> <li>SEN Advisory Officer</li> <li>Social Care</li> <li>Disability Social Care</li> <li>Core Assets</li> <li>Edge of Care</li> </ul>
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		Education Access Team MHST
12	How do we evaluate the effectiveness of the provision made for children and young people with SEND?	All children are assessed and their progress tracked on a termly basis. Interventions are evaluated and progress is analysed. Regular meeting with staff, parents and pupils ensure that interventions and additional support are having the desired impact on each pupil's attainment, progress and their personal development.
13	How are children and young people with SEND able to engage in activities available with children and young people in the school who do not have SEND?	We have a strong inclusive ethos and ensure that all children have equal opportunities. The SENDCo and school SEN team works with staff to assess the needs of each individual child with SEND to remove any barriers to learning. Our children are encouraged to join the range of extra- curricular activities, be active citizens in and out of school and take part in all school activities, including residential trips and educational visits.
14	How do we support the emotional and social development of our pupils with SEND?	The wellbeing of all pupils is paramount and we offer outstanding care, guidance and support across the school. Pupils may also access groups that help address self-esteem or social skills. Bespoke activities are designed to suit the needs of the children. Children are encouraged to share their aspirations and we support them with the necessary skills to help them develop socially and emotionally. We encourage all our children to take part in extra-curricular activities provided by school and where possible we signpost families to additional support outside of school. Lego therapy and Theraplay are also used to support children in developing social skills and for talk time. The safeguarding team work closely with the SEN Team and all staff to ensure that children are well supported in their wellbeing. We have support strategies in place for all pupils regarding their wellbeing and these strategies are altered accordingly to suit the needs of our most vulnerable pupils. We work closely with the MHST service to ensure emotional support to a range of pupils.

		St Joseph's does not allow any form of bullying and has policies and procedures in place to prevent this from occurring. (see policy)
15	How does St Joseph's involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?	St Joseph's works closely with a range of other professionals and voluntary organisations to support pupils. These are listed in section 11. We also work closely with families to help signpost them to additional services and support. We liaise with parents about the Information Advice and Support Service offered by the Local Authority.
16	What are our arrangements for handling complaints from parents of children with SEND about the provision made at the school?	We always ask that you talk to us. We will always do our very best to work with you for the best interests of your child. However, if our parents are unhappy with the provision for their children then they can refer to the Complaints Policy and procedure which can be found on our website.
17	What other information can you find out?	We are effective at managing children with long term medical conditions. We take safeguarding and the wellbeing of our children very seriously and are effective in ensuring our children are safe, happy and able to learn. We are fully inclusive. Please see our school website for further information, you can find our policies under the 'About us' tab. <a href="http://www.stjosephs.cheshire.sch.uk">www.stjosephs.cheshire.sch.uk</a>