St Joseph's Catholic Primary and Nursery School SEN Information Report

Document title: SEN Information Report

Approved: October 2025

What kinds of special educational needs does St Joseph's Catholic Primary School make provision for?

St Joseph's Catholic Primary School is a mainstream school setting. We are fully committed to the provision of equal opportunity for all pupils, regardless of their ability or individual needs to enable them to achieve their full potential.

We support pupils with a range of needs, including: physical and sensory needs, social, emotional and mental health needs, communication and interaction difficulties, and pupils who have more difficulty with learning than the majority of children of the same age (cognition and learning needs). We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities in all forms of school life.

Where children need additional support to meet our high expectations of being safe, respectful or responsible, we will ensure they have access to appropriate reasonable adjustments, strategies and interventions to meet their individual needs.

Consideration will be given as to whether distressed or unsafe behaviour might be the result of unmet or inaccurate identification of special educational needs or other external factors. The school will proactively consider alongside the pupils' family what support or pathways would be appropriate.

How does the academy know if pupils need extra help and what should I do if I think my child may have special educational needs?

We identify the needs of pupils as early as possible by gathering information from parents, education, health and care services and any previous schools attended prior to the child's entry into the Academy. The Academy supports the SEND Code of Practice (2015), The Equality Act 2010 and the definition of special educational needs taken from section 20 of the Children and Families Act (2014).

This report complies with:

- Section 69(2) of the Children and Families Act 2014;
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
- Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years' 2015

Throughout this report, the reference to parents also applies to carers and those with guardianship rights.

If you think your child may have special educational needs, you should contact school and in the first instance; speak to your child's class teacher. If, after speaking to your child's class teacher, your concern cannot be resolved you should then book an appointment to speak with the SENDCo.

How does the academy evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is a continuous process including pupil reviews, parents' evenings, provision-mapping and the analysis of data.

Pupil progress will be monitored on a termly basis, through discussion at SEND parents evenings, parents' evenings as published on the school's calendar and reviews with class teachers and the SENDCo, where appropriate, in line with the SEND Code of Practice for pupils on the SEND register.

Targets from these assessments support the school in producing targets for pupils SEND Support Plan to support pupil progress. This informs any necessary reasonable adjustments, additional support and targeted interventions that will assist and develop the key skills for pupils socially, emotionally and in terms of their mental health and wellbeing. Progress of pupils undertaking interventions will be reviewed and evaluated at the end of each block of intervention. The evaluation of SEND provision is reviewed by the SENDCo regularly - information is gathered from different sources such as child and parent feedback/teacher and staff CPD opportunities/parent's consultations/annual reviews.

Evidence collated helps to inform development and improve planning.

How will both the school and I know how my child is doing and how will the school staff help me to support their learning?

Staff at St Joseph's believe that a close working relationship with parents is vital in order to ensure:

a) early and accurate identification and assessment of need leading to the correct intervention and provision

b) continuing social, emotional and academic progress of children with SEND

c) personal and academic targets are set and met effectively; attendance to school is regular and consistent.

Parents are kept up to date with their child's progress through Dojo points awarded, reports, parents' consultations and SEND Support Plan review meetings with class teachers or with the SENDCo during Education, Health and Care Plan (EHCP) reviews.

Pupil progress and targets for the term are shared during SEND reviews with parents twice yearly and at parent consultation evenings. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

Parents of pupils with SEN may be signposted to the local Authority Parent Partnership Service also known as SENDIASS (SEND Independent Advice Support Service) in some local authorities, where specific advice, guidance and support may be required.

Wherever appropriate, parents will also be signposted to the Local Authority's Local Offer for other appropriate resources, pathways and supportive mechanisms.

If an assessment or referral indicates that a pupil has additional special educational needs, parents are invited to attend any meetings with external agencies, are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

What is St Joseph's approach to teaching pupils with special educational needs?

We believe that provision for pupils with special educational needs is a whole school responsibility requiring a whole school response, involving all staff.

We believe that all teachers are teachers of SEND.

Teaching staff have access to information on individual student's special educational needs via Provision Map and the pupil's SEND Support Plan or EHCP to enable them to plan with appropriate adaptations.

How will the curriculum and learning be matched to my child's needs?

Learning activities are planned to match learning needs. The learning environment is stimulating, supportive and well-resourced. Pupils identified as requiring SEND support will, where appropriate, be supported by the teacher, teaching assistant, Learning Mentor or another appropriate member of the school staff team through specific interventions. We will ensure that all staff know and understand the needs of pupils to allow pupils with SEND to thrive within a broad and balanced curriculum.

All staff will have access to training, advice and resources to enable them to contribute to developing inclusive practice. Wherever possible, we aim to foster high quality

adaptive teaching in the classroom, with appropriate scaffolds and reasonable adjustments. This is to enable pupils to access the same learning opportunities as their peers whilst developing their independence which is a vital part of preparation for adulthood.

How are decisions made about the type and amount of support my child will receive?

There are meetings and discussions with senior leaders where decisions are made about the type and amount of support a pupil will receive; from transition and historical information to the identification and meeting of emerging needs. Where there are emerging or identified needs a collaborative approach will be conducted through a graduated response. Information will be gathered from parent/carers, SEND Support Plan reviews, EHCP annual reviews, school staff and external professionals' input where appropriate.

St Joseph's School has a notional SEN budget as part of the overall funding it receives. This is called notional because it is not a ring-fenced or an extra budget and the DfE gives academies the freedom to make their own decisions about how much to spend on SEND support given the needs of their pupils.

When planning budgets, the school and BKCAT Trust will take into account the additional support required for students with SEND. To support student progress and to meet individual needs, our school will aim to use SEND funding as part of its resource allocation, which may include other sources of funding where appropriate e.g. EHCP top-up (element 3), Pupil Premium or Pupil Premium Plus.

Where individual pupils require additional provision that cannot be met by this notional budget the excess should be met by top-up funding associated with the individual pupil from the Local Authority. The SENDCo will advise where this is appropriate and initiate processes with pupils, parents and the Local Authority to access the funding and support required.

How will my child be included in activities outside the classroom, including events and trips?

As an inclusive academy, we ensure that pupils with SEND take as full a part as possible in school activities. We deliver practice that ensures that statutory obligations with regard to SEND are met, including the duties as outlined in the Equality Act 2010 around reasonable adjustments for protected characteristics. Pupils will be included in school trips based on their specific needs- measures will be taken to support need where necessary and discussions with parents will take place where necessary to best plan to meet the individual need. If necessary, a Health & Care Plan or risk assessment plan will be completed to mitigate risk.

We will ensure the staff are fully aware of pupils with special educational needs, and what those needs are. Staff are given training and support to help them meet those needs in and out of the classroom.

What support will there be for my child's overall well-being?

We work hard to ensure that pupils are included in all aspects of school life. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities at all times. Relational approaches are used to enable consistent and effective ways to help pupils better manage their emotions and develop their own unique toolkit to self-regulate.

For pupils with SEND, and any other pupils that do not feel socially confident, support is available to build their confidence in social situations to enable pupils to thrive: The Learning Mentor, Safeguarding and Attendance teams and members of the support staff team within the school support pupils' needs through pastoral care or specific interventions. Support agencies also offer school advice and support sessions for individual pupils through their local offer.

Pupils who have additional emotional needs have the support available from specifically trained Mental Health leads in addition to identification. Pupils will receive further support from the outside agencies as required.

Our support partners include:

CAMHS

Educational Psychologists

Future in Minds

Learning Support Service

SALT

Early Help Hub

Barnardo's Bereavement Services

Beat Autism

Occupational Therapist

Visual Impaired Team

Hearing Impaired Team

Who is the school's SEND Governor?

The school's SEND Governor is Mrs Yelland.

Who is the school's special educational needs and disability coordinator (SENDCo) and what are their contact details?

The school's SENDCo is Mrs Kaushiva, who can be contacted at the school on 01977 701493.

What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends SEND courses, termly trust-wide SENDCo meetings led by the BKCAT SEND Lead Practitioner and all staff have access to relevant SEND focused internal and external training opportunities.

All staff have access to a wealth of training resources and SEN support information which is accessed via the Wakefield Local Offer SEND website. This information is updated and enhanced on a regular basis and is used as part of our staff CPD training cycles.

We recognise the need for ongoing training concerning SEND and there is funding available to support this professional development. The SENDCo is a member of the senior leadership team (SLT) and, working with the SLT, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Ongoing training for all staff is organised as and when required. If a particular student's needs require specific staff training then this will be put in place, for example Manual Handling and Fire Evacuation procedures for pupils with specific medical needs and/ or physical disability.

The SENDCo is appropriately qualified and external professionals give additional advice and guidance when appropriate. Distressed or unsafe behaviour is regularly monitored to ensure that unmet needs are addressed.

The SENDCo will cascade necessary training and/or arrange for external professional training to deliver to staff where necessary.

What specialist services and expertise are available or accessed by the school?

St Joseph's Catholic Primary School staff invite and seek advice and support from external agencies in the identification and assessment of, and provision for SEND. The school continues to build working relationships with external support services and shares information and links in order to fully support our SEND pupils. Sharing knowledge and information with our support services is essential in allowing us to provide effective SEND provision within our school. If a concern is raised it will be

brought to the attention of the SLT who will then inform the child's parents in line with our safeguarding policy.

The following services will be involved as and when necessary:

- CAMHS
- Social Care
- Early Help Support Services
- Educational Psychology Service
- Local Authority Specialist Services (including accessibility services)
- Speech and Language Therapy
- School Nursing Services Representatives from voluntary organisations

and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is working with an external agency, focused meetings will be arranged with the appropriate service.

Parents will usually be invited to and informed about any meetings held concerning their child.

How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

St Joseph's Catholic Primary School may provide the following additional resources for our pupils with SEND:

Transition

We work closely with preschool provisions to ensure children feel comfortable with their transition from pre-school settings to primary school. Pupils will have the opportunity to have extra visits to school in order to familiarise themselves with the environment and the staff they will be working with in the future. Staff members will meet with the relevant nursery or preschool prior to the pupil starting at St Joseph's to share key information regarding strengths, needs and any provision or reasonable adjustment needed.

Year 6 pupils transition to secondary schools:

We work closely with all secondary schools to make sure that all pupils feel comfortable with their move to a secondary school provision. Pupils will have the opportunity to have extra visits to school in order to familiarise themselves with the environment and some of the staff that they will be working with in the future.

Staff members will meet with secondary school inclusion teams prior to the pupil starting secondary school to share information regarding their needs of provision.

Lunch support is provided for pupils that have lunchtime support specified and funded by the LA in their EHCP top-up funding.

Learning support: learning can be adapted on an individual basis depending on the child's needs. The school uses paper-based tasks and online learning tasks to support children with their learning.

Teaching Assistants

Pupils on the SEND Register may be allocated some additional adult support depending on the provision set out in Section F of their EHCP. Additional adult support allocation is determined by the LA funding and the needs of the pupil.

All supporting adults work closely with the child, parent and staff to meet the child's needs within the school. The SENDCo, Learning Mentor (or other appropriate adults) are available for pupils to talk to at the earliest possible opportunity.

Educational Testing and Screening Standard testing and assessments and tracking within school help staff to identify pupils who may need additional support within lessons or those that may benefit from a more individualised programme of support. It may also provide future evidence for referral to a qualified Exam Access Arrangements Assessor to facilitate additional access arrangements for examinations, where appropriate.

Physical environments

St Joseph's Catholic Primary School incorporates facilities for pupils, staff with disabilities.

Facilities include ramps around school to allow wheelchair access

Assistive Technology

The school provides access to a limited number of laptops, Chromebooks, iPads or any other assistive technology requirements on a needs-led basis to support pupils with temporary and long-term physical needs and/or other identified needs related barriers to learning across all areas of the curriculum.

Exam Access Arrangements (Year 6) An identification of SEND does not result in automatic exam access arrangements. The process of exam access arrangements is governed by the Joint Council for Qualifications (JCQ) and the Awarding Body has to agree to the access arrangement on application. Pupils are assessed by their normal way of working in the classroom and other appropriate evidence.

If identified as requiring access arrangements, the SENDCo and class teacher will coordinate information and refer to the qualified assessor, where appropriate. Pupils and parents are notified of the request for exam access arrangements, the outcome of any approved exam access arrangements and any changes to those arrangements.

More details of exam access arrangements can be found at www.jcq.org.uk

School Transport

Where pupils with SEND require specific transport to and from school, this is arranged by the local authority transport department, where identified within their EHCP.

What are the arrangements for consulting pupils with SEND and involving them in their education?

We believe that pupils who are capable of forming views have a right to express their opinions and to have that opinion taken into account. We will seek the views of pupils and they will be encouraged to be involved in the setting of their own learning targets and in evaluating their own progress.

Their views will be taken into account when planning support. Pupils are encouraged to attend their Review meetings. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, for example, through the pupil's voice.

What do I do if I have a concern or complaint about the SEND provision made by the school?

We value the partnership with parents but, should a problem arise, the parents are asked to contact the class teacher in the first instance to discuss the issue. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo or a member of the schools Senior Leadership Team, who will be able to advise further. They are also able to explain the procedure for making a formal complaint.

Any formal complaints will be treated in accordance with the school complaints procedure. For a copy of the complaints procedure, please refer to the school website.

How does the academy involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

St Joseph's Catholic School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The school

continues to build effective working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

We have a termly planning meeting with agencies in which pupils can be discussed with regards to their need for additional support and external agencies will advise on how they can work with the school to best meet the needs of the pupils discussed. The services used by the school are listed above. Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation. The Academy Council is kept informed about the involvement of other organisations and services through meetings with the SEND Governor and their subsequent reports to the Academy Council.

How does the academy seek to signpost organisations, services etc., that can provide additional support to parents or pupils?

The school works hard to develop working relationships with outside agencies. A BKCAT representative is a member of the area's Fair Access Panel through which further suggestions as to services available to both academies and parents are made.

Parents receive information about external events which might be useful to them.

How will the school prepare my child to: join the school or move between phases of education (e.g. early years/primary to secondary):

St Joseph's staff aim to support transition at each stage from Nursery to Year 6. Pupils' individual needs are planned for and supported using transition planning at the end of each academic year. All pupils with SEND are supported to ensure transition between educational phases or settings is well planned and that provision is in place to aid this process. Information regarding the additional needs of any student is used to plan provision and support a smooth transition. This includes transition to and from St Joseph's Catholic Primary School.

Examples of transition support to facilitate the smooth transition for pupils with additional needs, include:

- Pupils with special educational needs admitted to school, at times other than Nursery or Reception transitions, are carefully assessed on admission to ensure their needs are met.
- The attendance of a representative of the academy at Year 6 Annual Reviews for pupils with an EHCP, where possible
- A transition programme coordinated by SENDCo of both the primary and secondary schools.

- The gathering of additional relevant information from the partner schools and/or support agencies
- The making of appropriate transition arrangements with regard to the transition plan put into place in Year 6, including a bespoke transition package and sometimes summer school opportunities
- A timetable for transition planning for all pupils with SEND
- Special events where prospective pupils meet their form tutor. Pupils with special educational needs, together with their parents, are also invited to talk to the Inclusion Coordinator and/or SENDCo about the provision for pupils with SEND. There are extra visits for some pupils to ensure a smooth transition.
- Staff training may also take place where pupils with high level needs are to be admitted.

Where can I access further information?

More details about the SEN Code of Practice 2015 can be found on:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Information on the local authority Local Offer can be found at:

https://wakefield.mylocaloffer.org/

Information on the academy's Safeguarding Policy can be found at:

Safeguarding - St Joseph's Catholic Primary and Nursery School, Pontefract.

Information on the Behaviour Policy can be found at:

Positive-Behaviour-Policy-2024-2026.pdf

Date Send Information Report updated: October 2025