

# Special educational needs (SEN) information report

St Joseph's Catholic Primary School



**Approved by:**

St Joseph's Primary  
School Governing  
Body

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

**You can find it on our website** [St. Joseph's Catholic Primary School, Hillcrest Road, Dudley](#)

**Note:** If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

All schools in the St John Bosco Academy have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Academy directors to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need (and or) disability being met in a mainstream setting wherever possible, where parents/carers wish for this provision to be made. Every child deserves equal opportunities in life. We are committed to ensuring that every child grows, learns and enjoys school. We have high aspirations for all our children. We want them to be independent, engaged learners who have high self-esteem. This is so important for our children with SEND

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Tourett Syndrome
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our special educational needs co-ordinator, or SENCO The SENCO is Mrs Clare Hickman ([chickman@st-joe-dud.dudley.sch.uk](mailto:chickman@st-joe-dud.dudley.sch.uk))

They have 2 years' experience in this role and have worked as Curriculum Lead, Assistant SENCo as well as being a Senior Teacher. They are a qualified teacher and have previously worked supporting children, young people and adults with special needs before becoming a teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2022 and have a BSC (Hons) Psychology.

They are allocated 2 days a week to manage SEN provision.

### Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All teaching staff are trained in Emotional Coaching, Adaptive Teaching, Colourful Semantics, Dyslexia and Supporting Children with Autism. Many are also trained in Positive Behaviour Handling, Bucket Therapy, Intensive Interactions, WellComm and Mental Health First Aid.

### Teaching assistants (TAs)

We have a team of 10 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 10 teaching assistants who are trained to deliver interventions such as WellComm, Colourful Semantics, Emotional Coaching, .

In the last academic year, TAs have been trained in Colourful Semantics, Dyslexia, Autism and Positive Behaviour Handling.

### External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

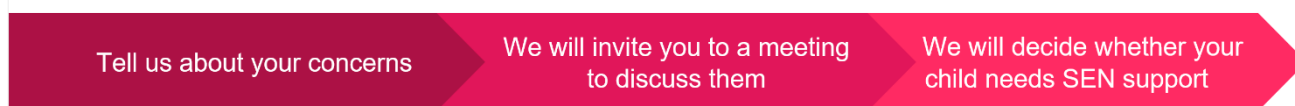
- › Speech and language therapists
- › Educational psychologists
- › CADMUS Inclusion Hub
- › SEND Team
- › Behaviour Team
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)

- Reflexions
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations, e.g. We Love Carers

### 3. What should I do if I think my child has SEN?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. If any other professionals are involved, communication will be used to ensure information is shared. All conversations with parents and professionals ensure everyone develops a good understanding of the pupil's areas of strength and difficulty. Parental concerns and views will be valued and there is a shared understanding about the agreed outcomes predicted for the child. Next steps are also discussed and everyone is clear about the interventions and provisions to be implemented. Early discussions are recorded on the pupils edukey record, interventions / provisions are monitored and parents are notified when it is decided that a pupil will receive SEN support and a Learning Support Plan. Parents will be provided with a copy of the Learning Support Plan and the pupil will be added to the SEN Register.

Parents will be able to discuss progress and their child's learning support plan at review meetings. Review meetings will happen every term. Class teachers are regularly at the classroom door at the beginning and end of the day if you wish to raise a concern and equally they will maintain open communication with you. In the summer term parents will meet with the SENCO, current class teacher and the new class teacher to discuss your child's special educational needs.



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO, Mrs Hickman, who will be in touch to discuss your concerns.

You can also contact the SENCO directly. You can do this by asking to see Mrs Hickman on the Wednesday morning 'SEND Drop-in' or by emailing [chickman@st-jo-dud.dudley.sch.uk](mailto:chickman@st-jo-dud.dudley.sch.uk)

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

## 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include speech and language, reading, spelling, writing and number work.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher by calling 01384 882924.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes

- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the school adapt its teaching for my child?

We make the following adaptations to ensure all pupils' needs are met:

Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when other strategies have not made an impact.
- Teaching assistants will support pupils in small groups when their needs require more than Adaptive Teaching
- We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories



	Speech and language difficulties	Speech and language therapy WellComm
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing Slope Specialised pencils Pencil grips Use of sand trays, etc...
	Moderate learning difficulties	In class support
	Severe learning difficulties	Access to St Joseph's Jigsaw
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Physical breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups School Counsellor
<b>Sensory and/or physical</b>	Hearing impairment	Seating arrangements
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Joseph's Jigsaw
	Physical impairment	Get Moving

These interventions are part of our contribution to Dudley's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops and other activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We have an accessibility plan. It is available to view on the website.

We are an inclusive school and we provide support for pupils to improve their emotional and social development in the following ways:

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

Pupils with SEN are encouraged to be part in extra-curricular clubs to promote teamwork/building friendships etc. A variety of extra-curricular clubs are provided after school.

Pupils with SEN are encouraged to be part of the school council.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all extra-curricular clubs to promote teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

**On entry:** EYFS staff will complete home visits to meet with parents and discuss any concerns they may have when a child is transitioning into Nursery. Parent meetings are held prior to children starting full-time in order for the teachers to discuss matters relating to school routine and curriculum. During these meetings personal information about the child is updated. The SENCO will also communicate and collaborate with any outside professionals that are supporting the child.

**Mid-year transitions:** Pupils are given a tour of the school with their parent/carer. Introductions are made with a child's new class teacher. A start date will be agreed between the parents/carers and the school. A staggered time table will also be considered to support an effective transition and to meet special educational needs. The pupil's previous school will be contacted for their records. Where there are concerns the SENCO will be contacted.

## 13. How does the school support pupils with disabilities?

Please see our accessibility plan - St. Joseph's Catholic Primary School, Hillcrest Road, Dudley ([st-jo@dud.dudley.sch.uk](mailto:st-jo@dud.dudley.sch.uk))

## 14. How will the school support my child's mental health, and emotional and social development?

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, substance misuse, 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.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Mini Vinnies, SAS, Creation Guardian groups to promote teamwork/building friendship.
- We provide extra pastoral support for listening to the views of pupils with SEN by nurture groups and counselling.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by actively promoting equal opportunities and having 2 anti-bullying weeks each year.

## 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

**Secondary transition** Secondary school staff visit pupils prior to them joining their school. Pupils also have access to many planned visits and learning experiences throughout the spring and summer term. The SENCO will also meet with the Secondary School SENCO to discuss pupils who have SEN, share information and support the transition.

**Transition at the end of an academic year** Staff are given time to share information about pupils to ensure a smooth transition. In the summer term each class spends time with their new teacher in their new classroom. Class teachers also visit their new class in their existing classrooms. Picture books of the new classroom and new staff are created to share over the summer holiday. Pupils with SEN will have more time planned to meet with their new class teacher and experience their new classrooms.

### Between years

To help pupils with SEN be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term

### Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### Between Primary and Secondary Schools

The SENCO of the secondary school will meet with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- › Practising with a secondary school timetable
- › Learning how to get organised independently
- › Plugging any gaps in knowledge

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Chapman is the designated teacher for looked-after children and previously looked-after children.

Mrs Chapman will work with Mrs Hickman our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will

make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO or Head Teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation,

In Dudley we have

Dudley Special Educational Needs & Disability Information, Advice & Support Service (SENDIASS):

[Dudley SENDIASS | Dudley Council](#)

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer. St Joseph's is situated in the local authority of Dudley and Dudley publishes information about the local offer on their website:

[Dudley's Local Offer | Dudley Council](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Dudley SENDIASS | Dudley Council](#)

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages