



St Joseph's Catholic School

Raising Standards in SEND

Special Educational Needs and Disability

All children at St Joseph's receive high quality teaching.

Teachers plan carefully, providing lessons that suit the range of needs and abilities of all pupils in their class.

We ensure that all children are given the help and support they need to learn. The support given will vary depending on the individual needs of each child.

Support can be to develop their academic skills, emotional, social or physical skills and will be initially organised by the class teacher.

Some children may have more specific or complex needs and require more support or personalised support. In this case a child will be identified as having a Special Educational Need or Disability (SEND). This means that their learning support will be overseen by the Special Educational Needs Coordinator (SENCo) Mrs Mitchell

"A pupil has a Special Educational Need where their learning difficulty or disability calls for special educational provision, namely provision which is different from or additional to that normally available to pupils of the same age."

(SEND Code of Practice 2015, p82)

To find out more about SEND at St Joseph's please read:

- SEND Policy
- Accessibility Plan
- Safeguarding/ Child protection
- Health and Safety
- Medical Needs
- Parent SEND leaflet (available in the school reception)

The school policies are available on our school website and paper copies are available upon request, they reflect the school's commitment to inclusion, safety and well-being of our children.

Special Educational Needs Information Report 2025-26

Meeting the needs of children with Special Educational Needs and Disability

Introduction/ ethos

St Joseph's Catholic School is a mainstream primary school and a member of the Emmaus Catholic Multi Academy Company. We accept pupils aged between 4-11 years (Reception class to Year 6). We believe that every child should be valued as an individual and to be treated fairly and with consideration.

We have an inclusive ethos and work in partnership with children, parents and other agencies to help your child achieve their very best. Our aim for children with special educational needs is to ensure that they are safe and happy at school as well as enabling them to meet their full potential in all areas personally, socially and emotionally.

We have high expectations of our children and put support in place at the earliest possible stage where it is needed.

Parental involvement /communication

At St Joseph's, we believe no one knows your child better than you and partnership with you is an important part of ensuring your child achieves their full potential. Throughout their time at St Joseph's, you can expect to be fully involved and supported with each step of your child's learning.

Leadership

All Special Educational Needs and Disability (SEND) provision is overseen by the Principal Mr. Wilkes and coordinated and managed by the Special Educational Needs Coordinator (SENCo) and Interim Head of School, Mrs Mitchell.

We monitor review and evaluate all SEND provision on a regular basis throughout the year and report to the school academy committee on a half termly basis on how SEND provision is being met. The academy committee must have regards for the Code of Practice (Children and Families Act 2014) when carrying out their duties towards all children with SEND.

Contact details

Main contact details:

Interim Executive Principal: Mr. A Wilkes

Interim Head of School: Mrs. R. Mitchell

SENCo: Mrs. R Mitchell

School office: 01384 431980

Frequently asked questions in relation to SEND

What kinds of Special Educational Needs does St Joseph's make provision for?

In our school we make provision for pupils in all the four broad areas of SEND as defined by the SEND Code of Practice (2015):

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

What training does the school have in relation to pupils with SEND?

All our staff have received training on the SEND Code of Practice and understand how important their role is in identifying and supporting children with special educational needs and/or disabilities.

We have an annual SEND training plan for staff aiming to develop staff skills, knowledge and understanding in specific areas of SEND such as dyslexia, autism, emotion coaching and general learning difficulties.

How will St Joseph's support my child?

St Joseph's provides high quality teaching, differentiated to meet children's needs with a multi-sensory approach to make learning accessible. We recognize that there are different barriers children can have, that impact upon their ability to reach their full potential.

Your child's class teacher will create the appropriate environment for the child and plan differentiated activities with appropriate support and resources and set work which matches your learning needs. In addition, your child may receive some small group or individual support from teachers and support staff in order to make sustained progress

with identified learning targets. Learning targets will be reviewed regularly and shared with parents at parent consultation evenings and or at reviews arranged by the SENCO.

Specific strategies may be provided in the classroom such as a word banks, pencil grips, visual timetable of the day, colored overlays.

What do I do if I think my child has Special Educational Needs?

In the first instance speak to the class-teacher who will listen carefully to your concerns and discuss your child's needs.

Initially every child's progress and learning is the responsibility of the class teacher who under the SEND Code of Practice is accountable for the pupils' progress and development including where pupils access support from teaching assistants in the classroom.

In addition, there is a parent leaflet which is available in the school reception area explaining SEND at St Joseph's.

We are always here to support you regarding any concern that you may have about your child. The SENCO, Mrs. Mitchell, is available if you wish to arrange a meeting to discuss any further issues relating to SEND.

How are children with SEND identified?

Sometimes children start St Josephs with a special educational need or disability having already been identified at pre-school, including those children working with the Early Years Specialist Support Service or the Speech and Language service. The SENCO holds transition meetings with the preschool in July before the children begin school in September to ensure that appropriate support and provision continues.

In school we use a variety of ways to assess whether a child has special educational needs. Some of these include:

- Class based observations/ assessment
- School based test results/ key assessments
- Regular pupil progress meeting discussions
- Information from parents/carers
- Standardise assessments carried out by the school SENCO and/or support agencies

Class teachers or parents may also approach the SENCO directly with concerns that they have noticed or observed within the classroom or at home.

Should a pupil not be making progress, this information plus teacher observations, form the basis of a discussion. Through this process of gathering information a special educational need can become apparent and referred to the SENCO for further investigation.

If a child is identified as having a special educational need a graduated approach is taken (assess/ plan/do /review) and 'SEN Support' initiated. The class-teacher will devise interventions "*additional to or different from*" those provided as part of the school's usual differentiated curriculum. This might be in the form of special equipment, language-based support, group coordination development (Get Moving) reading, spelling, writing or maths interventions. Parents will always be consulted before a child is placed on the SEN records.

What additional support is provided to children receiving 'SEN Support'?

Children at SEN support will have a One page profile and a Learning Plan written by the teachers consisting of 3 or 4 clear specific, measurable, individual targets. The smart targets will be closely monitored by the class-teacher and SENCO and reviewed on a termly basis. The impact of additional support and intervention is recorded.

How does the school know how much progress is being made by the pupils with SEND?

- Attainment and progress is tracked using the school assessment tracking system
- Class teacher observation and assessment
- Termly Pupil progress meetings
- SENCO assessment / report
- External agency reports following assessment sessions

What support/ provision is given for children with significant/ complex needs?

If your child has needs that are complex or significant that require additional resources to that which the school can offer, then it may be necessary to contact the Local Authority to request an Educational Health and Care Plan (EHCP).

This is a statutory assessment process which can be requested by the school or parent. It will occur where the complexity of need is such, that a multiagency approach to assessing that need and planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including: • Parents • Teachers • SENCO • Social Care • Health professionals' • External services working with the child; Information will be gathered relating to the current provision provided. Further information about EHCP can found via Dudley's local offer website or contacting SENDIASS Dudley SEND Information, advice and support service 01384 817373

Or www.dudley.sendiass@dudley.gov.uk

<http://www.dudley.gov.uk/localoffer>

How will I know how well my child is doing?

Your child's progress will be assessed regularly against class specific targets and the specific SMART targets or EHCP where appropriate.

Parents will have the opportunity to discuss their child's progress with class teachers at parents' evenings in the Autumn and Spring terms. The SENCO is also available on these evenings for further discussion and to support parents / carers with any concerns they may have.

The SENCO has an 'open door' policy and is available to meet with parents by appointments made via the school office.

Parents are expected to be involved in supporting their child's learning; this will often be through supporting with homework or reinforcing class strategies.

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

We are an inclusive school and all work together to ensure children have the highest level of pastoral care possible. Circle time takes place in classes and appropriate support will be provided in distressing circumstances such as a bereavement where required.

We also work with other agencies such as mentor Link, the Educational Psychology Service and Child and Adolescent Mental Health Service workers (CAHMS) for families who may require additional support.

The SENCO supports and works with children who are experiencing anxiety, lack of confidence, on a one to one basis once a week.

Who are the other people providing services to children with SEND in school?

We have strong links with a range of external agencies and specialist support within Dudley LA whom we work in partnership with these include:

Service	Who they work with	Contact
Learning Support (Through EPE)	Children with learning difficulties who are working below age related expectations	St Joseph's have a regular allocated teacher who they will contact following parent consent
CIPS – including Autism Specialist Teachers, the ECHO Team and additional S&L support	Children who have a diagnosis of Autism; communication needs, physical and medical needs	CIPS
Educational Psychologist	Children with complex needs and those with an Education Health Care Plan	St Joseph's have a regular allocated teacher, Dr Sultana who they will contact following parent consent
Speech and Language Therapy	Children with a speech and language difficulties	Dudley SALT
School nurse	Children with medical needs where medication is needed.	School have a named school nurse – Tracey Smith

	The nurse also holds year group talks for specific areas such as puberty, health education.	
Occupational Therapy	Children with physical difficulties who follow programs of support	A referral is made through the GP or pediatrician
Sensory support Team	Children with hearing or visual impairments	Referrals are usually made following a medical diagnosis

We also work in partnership with

- Child and Adolescent Mental Health Service (CAHMS)
- Mentor link
- Early Help team

How are parents of children with SEND involved in the education of their child?

We are always approachable and have an open-door policy so that parents feel involved in their child's education. We welcome parental involvement, and we will share with you our professional assessments and those of external agencies concerning your child's learning needs. Regular meetings with the class teacher and SENCO can be arranged.

What extra – curricular activities can a pupil with SEND access at school?

Do all pupils go on school trips?

All children have access to our extra-curricular activities and trips; appropriate reasonable adjustments will be made to ensure all children are fully included.

Children with Special Needs are actively encouraged to access activities before and after school such as Multi skills, Irish dancing, netball, football, art, science club, choir and Mass Band.

In some cases, additional support on school trips is required; careful planning is done prior to the trip so that all eventualities are planned for (where possible). For some children, an individual visual timetable and /or social story is written with photographs shown to prepare them for the visit.

How will the school help my child on transfer to the next phase of education?

We have good links with our feeder Secondary schools and work alongside key members of high school staff to ensure a smooth transition for our Year 6 pupils.

Any information regarding their needs and well-being is discussed thoroughly and provision made for support and care to continue.

Additional visits to Secondary school are arranged for our more vulnerable pupils and those with additional needs. We can provide your child with a transition book that has photographs of the key staff and areas around school if appropriate. Our school records will be passed on to your child's next setting when your child leaves St Joseph's.

How do I get information about other support services?

Contact the school office or contact the school SENCO for further information about what additional services are available for children and their families with special educational needs in Dudley/ Stourbridge area or go to the Dudley Local offer website [www. dudleylocaloffer.org.uk/](http://www.dudleylocaloffer.org.uk/).

I wish to discuss something about my child?

Contact the school office who will then arrange for the class teacher or SENCO Mrs. Mitchell to meet with you.

How can parents find Dudley's Local Authority's local offer?

Our SEND Information report complements the Local Authority's own 'Local Offer' which can be found at:

<http://www.dudley.gov.uk/localoffer>

This is broader in scope and describes the statutory services and provision that the Local Authority offers to all children and young people between the ages of 0 – 25 years.

The school's SEND policy (website and paper copies) contains further information on how the school implements its policy for pupils with Special Educational Needs and Disabilities.

Date: **September 2025**

SENCo: *Mrs. R Mitchell* **Interim Executive Principal:** *Mr. A Wilkes*