

St Joseph's Roman Catholic Primary School
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SEND Report

2025-2026

At St Joseph's we make provision for all four categories of Special Educational Needs and/or Disability (SEND):

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to do, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism. They may experience difficulties with language, communication and imagination, which can affect how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD)

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties, which manifest 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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

For further information on the provision for SEND pupils in St Joseph's please refer to our SEND policy and detailed Local Offer.

How does St Joseph's identify and assess pupils with SEND?

At St Joseph's we adopt a whole-school approach to SEND policy and practice.

We have clear systems and procedures in order to identify and respond to pupils with SEND. Pupils identified as having SEND are, as far as is possible, integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are included in all aspects of the school. We work closely with outside agencies to support pupils with SEND in order to ensure their inclusion.

The new SEND Code of Practice (2014) makes it clear that all teachers are teachers of pupils with SEND. We follow Brent's guidance for the identification of SEND. We are committed to personalised planning, regular assessment (through a graduated approach: Assess-Plan-Do-Review), and reviews to make sure that pupils with SEND make progress.

We hold termly Class/Pupil Progress Meetings with the Deputy Head teacher, SENCO and class teacher to ensure that those pupils requiring different or additional support are identified at an early stage and that the appropriate support and provision is put in place.

For further information on how we identify and assess pupils with SEND please refer to our SEND policy and detailed Local Offer.

What provision does St Joseph's make for pupils with identified SEND whether or not they have EHC plans?

St Joseph's RC Primary school follows the Graduated Approach Framework in line with the local Authority.

Graduated Approach Framework

Our ambition for children with special educational needs and disabilities (SEND) is the same as for all children and young people.

They will achieve well in their early years, primary school, moving onto secondary school and secondary school.

To achieve our ambition we are striving to create a SEND system that

- Enables children and young people to have the best possible start in life and achieve their full potential;
- Support children, young people and their parents to have high aspirations for the future, raising aspirations by not only thinking about what is possible now but thinking creatively about what could be possible in their life;
- Ensure that children and young people and their parents are actively involved in planning and decision making, both at an individual and strategic levels, and have more choice and control over the support they receive;

The Graduated approach is divided into 4 areas

- Cognition and Learning (C&L)
- Communication and Interaction (C&I)
- Social, Emotional and Mental Health (SEMH)
- Physical and/or Sensory Needs

At St Joseph's we offer a range of interventions to support children with SEND. The SENCO in collaboration with the class teacher will decide upon the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to implement effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

For further information on provision please refer to our SEND policy and detailed Local Offer.

Who is our SEND Coordinator?

Our SENCO is Mrs R Forde. Her role involves:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for pupils with SEND (tracking and closely monitoring the attainment and progress of pupils with SEND)
- Liaising with, advising and contributing to in-service training
- Advising on a 'graduated' approach to providing additional SEND support
- Liaising with parents and ensuring pupils' voice is heard
- Being a key point of contact with external agencies e.g. health, social care, educational psychologists. Liaising with early year's providers and secondary schools (transition)
- Collaborating with curriculum leaders so that the learning for all pupils is given equal priority
- Ensuring with the Head teacher and Governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements (see Accessibility Plan)

For further information on roles and responsibilities please refer to our SEND policy and detailed Local Offer.

How do we ensure our staff are trained in relation to SEND and how do we secure specialist expertise?

At St Joseph's we ensure that pupils with SEND are well supported and achieve their full potential. We have a strong commitment to developing the expertise of all teaching and support staff:

- Our principles, practise and procedures are regularly reviewed
- The SENCO identifies and prioritises the training needs of individual staff and arranges in-service training for whole school staff

Support staff attend training within school led by class teachers, the SENCO or outside consultants. They are also encouraged to attend LA training for further professional development e.g. specialist courses.

We take full advantage of support/training and advice offered by external agencies and professionals such as:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists

- CAMHS
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- Brent Speech and Language Service
- Education Welfare Officer
- Social Services
- Early Intervention Team
- EYFS Intervention Team

We know that pupils will frequently have a range of needs. We annually complete an audit of staff training needs – this includes knowledge and expertise surrounding different SENDs. We provide training for all of our TAs and LSAs who are working with pupils with particular SENDs (e.g. slow progress in reading, number and communication). We also provide specialist training for who support pupils with more complex needs (e.g. Autism).

How will we secure funding for specialist equipment and facilities to support children with SEND?

We receive funding from the Local Authority once a year for supporting children with SEND. The Head Teacher has the responsibility to use this funding to meet the different needs of our children. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in the school SEND policy. The school will apply for additional resources (for example through an Education Health Care Plan – EHCP) when we cannot meet a complex and/or severe need through our own budget.

At St Joseph's we recognise that an effective partnership with parents/carers is of prime importance. The school will actively seek the involvement of parents in the education of their pupils. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often a crucial factor in achieving success. We currently have a parent forum for children with ASD.

Parents will always be kept informed about the special educational needs experienced by their child in accordance with the recommendations outlined in the new SEND Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

At St Joseph's we meet with parents of all children 3 times a year to discuss their attainment and progress. For parents of children with SEND we have additional meetings to discuss their child's progress towards outcomes identified in their EHCP. This is called a SEND Review meeting. In addition to this, parents are encouraged to make appointments to meet with school staff whenever they wish to discuss queries or questions regarding their child, and the school will contact parents for additional meetings whenever necessary. For further information on parent participation, please refer to our SEND policy and detailed Local Offer.

How do we consult with children with SEND about their education?

We believe that the best way to find out if a child is happy; feeling safe and taking part in the full life of our community is to hear their voice, especially those most vulnerable. At St Joseph's we involve children with SEND in consultations about their education and be fully aware of their own needs and the targets in their EHCP/IEP (whenever this is appropriate, taking into account their age and level of understanding). We will encourage all pupils to be independent learners and to work towards a positive progression to adulthood from the earliest stage. For further information on pupil participation, please refer to our SEND policy and Local Offer.

How do we support children with SEND in transferring between phases in education?

Transition is a part of life for all learners whether it is moving to a new class or a new school and we recognise that it is an important time for all children, especially those with SEND.

At St Joseph's we plan all transitions (between phases) carefully to ensure they run as smoothly as possible. Planning for transitions within the school takes place in the summer term and arrangements for pupils with SEND will be planned according to their individual need.

For further information on transition please refer to our SEND policy and detailed Local Offer.

How does the school involve other bodies, in meeting the needs of pupils with SEND and supporting their families?

Partnerships with external agencies.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEND. When it is considered necessary, colleagues from the following support services will be involved:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- CAMHs
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- Brent Speech and Language Service

In addition, important links are in place with the following organisations:

- The Local Authority
- Specialist Services
- Education Welfare Service
- Social Services
- EYFS Intervention Team

For further information on support from external agencies please refer to our SEND policy and detailed Local Offer.

Contact details of support services for parents of pupils with SEND including those for arrangements made in accordance with clause 32 (information regarding mediation between parents and the local authority).

For further information please see Brent's Local SEND Offer– 'support for parents and carers': www.localoffer.brent.gov.uk

What are the Governing Body's arrangements for dealing with complaints from parents of pupils with SEND concerning provision at St Joseph's?

Handling Complaints

Stage 1: If a Parent/Carer is unhappy about the education of their child or not sure about what provision is put in place for their child, they can meet with the SENCO to voice their concerns. The SENCO will be happy to talk about the complaint, make a note of it, investigate it and then let the parent/carers know the outcome.

Stage 2: If after speaking to the SENCO a parent/carer remains unsatisfied with the outcome, they can arrange to speak to the Head teacher. We are confident that we can resolve any difficulties through discussions with the class teacher, SENCO, Head teacher and other relevant agencies.

Stage 3: If it is felt that the matter is still unresolved, then a parent/carer can make a formal complaint to the Governing Body. For further information, please contact the school office. For further information on the role of the Governing Body please refer to our SEND policy and detailed Local Offer.