

Parent Information:

St Joseph's Roman Catholic Primary School

SEND Offer 2025-26

We are a fully inclusive Roman Catholic primary school which ensures that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEND when their progress has slowed or stopped and the interventions, adaptations and resources put in place do not enable improvement and progress. Once this occurs we have specific needs based plans and pupil profiles which help support their development and accelerate progress.

Children at St Joseph's Roman Catholic Primary School make good progress and in some cases achieve in line with other schools nationally with SEN. Other useful documents such as our SEND/ inclusion policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at St Joseph's then please do not hesitate to contact the SENCo (Mrs Forde) via the school office.

Please see below the St Joseph's Roman Catholic Primary School SEND Offer.

1. How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the teacher in charge of SEND (SENCo). If you are still not happy you can speak to the Head Teacher and school SEND Governor.

2. How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning
- discuss further assessments

3. How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Brent LA, includes money for supporting children with SEND.
- The head teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school.
- The head teacher and the SENCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and
 - decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

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

Directly funded by the school:

- ☐ Personal Educational training
- ☐ Teaching Assistants
- ☐ Additional Speech and Language Therapy input to provide a higher level of service to the school delivered by teaching assistants
- ☐ Additional Educational Psychologist support to provide a higher level of support to the school
- ☐ Individual Educational Psychologist assessment

Paid for centrally by the Local Authority but delivered in school:

- ☐ Brent Outreach Autism Team (BOAT)
- ☐ Brent Educational Psychology Service (EPS)
- ☐ Brent Deaf and Hearing Impaired Service (BDHIS)
- ☐ Brent Visual Impairment Service (BVIS)
- ☐ Complex Needs Consultant (Physical/medical disabilities)
- ☐ Speech and Language Therapy for those children with a SEN or an EHC Plan (provided by Health but paid for by the Local Authority).
- ☐ Brent Inclusion Support Team

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- ☐ School nurse (located at Brent)
- ☐ Physiotherapy
- ☐ Occupational therapy
- ☐ Speech and language therapy at School Support level
- ☐ Trained LSA to deliver Individual Treatment plans
- ☐ Hearing Impairment teacher/Visual Impairment teacher

5. How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENCO's job is to support the class teacher in identification, planning and assessment for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and speech and language difficulties.
- There is a dedicated training programme for the Teaching Assistants
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from BOAT. There are also online training materials such as the Dyslexia Awareness and aspects of Mental Health/ASD linked to the National College.

6. How will the teaching be adapted for my child with SEND?

- Class teachers plan Quality First teaching forming ambitious outcomes for all children
- Adaptive teaching strategies are used for SEN pupils
- Specially trained support staff can adapt or modify the teacher's planning to support the needs of your child where necessary. Some members of staff are supported by external agencies with the teaching of SEND children e.g. Behaviour support and BOAT.
- Specialist equipment may be used depending on the child's individual needs
- Specific resources and strategies will be used to support your child individually and in groups. Audiology equipment, hearing aids, move 'n' sit cushions, visual impairment books etc.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. This is at the discretion of the class teacher following SENCo and external advice

7. How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum given in reading, writing, numeracy and science/EYFS progression
- Progress is measured in line with government guidelines
- Year 1 Phonics screening
- At the end of Key Stage 2 (i.e. at the end of Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and Year 6 results are published nationally.
- Children at SEN Support will have an IEP which will be reviewed 3 times a year.
- The progress of children with a SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. Groups are monitored and observations are carried out by the SENCO and SLT.
- Learning Walks are carried out by the SENCo and SLT.

8. What support do we have for you as a parent of child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have and direct you to supporting agencies.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Support plans will be reviewed with your involvement.
- SENCo holds termly support meetings for Parent Forum (families with children who have special educational needs)
- Regular meetings with SALT
- TAF and TAC meeting where required

- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents are informed and actively encouraged to support shared goals at home.
- Access to SEN Information Advice and Support Service (formerly Parent Partnership) and to other parent support groups.
- Parent workshops with allocated SEND speakers
- Support from Designated Safeguarding Lead

9. What support is there for my child's overall wellbeing?

- St Joseph's has a nominated safeguarding officer who is able to address any concerns regarding the wellbeing of individuals in our school.
- The class teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class; therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo/DSL for further advice and support. This may involve working alongside external agencies such as Health and Social Care, and/or specialist educational services.
- St Joseph's offers social and emotional support and groups to support children with SEMH.
- St Joseph's works in collaboration with Brent WEST and all HLTAs are delivering emotional support
- Allocated HLTA for emotional support
- Allocated therapist from Catholic Children's Society (Connect-Ed) for children with SEMH needs.

10. How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site. It is published on our website.
- Parents need to contact the reception staff / class teacher if medication is recommended by Health professionals to be taken during the school day.
- On a day to day basis the admin staff generally oversees the administration of any medicines.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations. First Aid training is monitored and updated as and when required and some staff have Paediatric First Aid training.

11. How is St Joseph's accessible to children with SEND?

- All children will have an assessment on entry to the school in Reception class
- The building is accessible to children with physical disability via ramps. All floors of the building are accessible to those with physical disabilities. A lift is available for use.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- We are linked to a mobility specialist to support children who require specialist support

12. How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving from another school:
 - Parent meeting with SENCo
 - SENCo meeting/discussion with other school
 - Child introduced to new environment
- If your child is moving to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
 - Transitional visits are often arranged and photographs of the staff and new building are introduced to the child prior to transfer.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.
 - If your child would be helped by a book to support them in understanding moving on then it will be made for them.
 - Children with SEND are encouraged to meet their new teacher and classroom prior to transition.
- In Year 6:
 - The SENCO/class teacher will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, we arrange additional visits. Our 'receiver' schools sometimes run programmes specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an EHC Plan an annual review will be planned as a secondary transition meeting during which we will invite staff from both schools to attend.

13. How will my child be able to contribute their views?

- We encourage each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have individual support plans discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- There are also Calmer Kids boxes which are regularly checked by the HLTA and acted upon.
- If your child has an EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress them.
- Children from SEND are active members in the school council and other monitors throughout the school.
- At St Joseph's, the pupil voice is very important and we allow children to contribute to their annual review both in person and by written format.
- Pupil Voice and questionnaires are completed for social and emotional intervention too.
- School Council SEND representative.

14. What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties, an Individual Pastoral Support Plan may be written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, the behavior of individuals has drastically improved.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form at RESTART. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- The school has an allocated Inclusion Support Officer who works with the SENCo to support children requiring positive behavior targeted support.

• Brent River College support children who may be at risk of permanent exclusion. • Introduction of sensory regulation 'Cubbie' for children who find it difficult to regulate behaviours. • Attendance of every child is monitored on a daily basis by the admin department. Lateness and absence are recorded and reported upon to the head teacher. Attendance is regularly monitored. Support is given through an incentive scheme where excellent attendance is actively encouraged and expected throughout the school. Children are rewarded with certificates and fundays! • We have had many successes where families were struggling with lateness but are now able to get their children into school on time.
<i>15. How will my child be included in activities outside the classroom including school trips?</i>
• 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. Parents are welcome. • 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 which will cover the same curriculum areas will be provided in school. • Music event and sporting events.
<i>16. How the school's resources are allocated and matched to children's SEND needs?</i>
• We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available. • We have a team of TAs who work to support the needs of SEND children • The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support often involving a TA and other specific intervention to meet the needs of the individual child. This often involves additional teacher lead programmes of support lessons. • SENCo works with professionals to allocate specific programmes to meet children's needs.
<i>17. What specialist services and expertise are available at or accessed by the school?</i>
Our SENCO is fully qualified and already has many years' experience in SEND matters. • Achieved Specialist SENCo Certificate • Supported by Assistant SENCo • As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: educational psychologists, specialist services for HI/VI/ASD, the Behaviour Support Team; Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Social Services including locality teams, and social workers.

18. What training has the staff supporting children with SEND had or is currently having?

- We have several members of staff trained to deliver Speech and Language therapy who receive regular support from the Speech and Language Therapist.
- We have had training from BOAT for all teaching assistants on strategies to support children on the autistic spectrum.
- We have some TAs who are trained on caring for our diabetic students
- A high number of staff have had specific training in delivering Read, Write Inc programmes.
- All of our TAs have had training in delivering reading and spelling /phonics
- Adaptive support
- Mental Health and Wellbeing
- RISE partnership – specialist training.

19. What If I need to complain?

Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or LA's complaints procedure
- The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider
- Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint)
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure)
- Complaint to the Secretary of State (against schools or LAs)

NB. There is also a requirement on schools to publish an annual SEN Information Report (SEN Code of Practice January 2015).

Governing bodies and proprietors MUST also publish information annually about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children and their accessibility plans.

An accessibility plan sets out how a school plans to increase access, for disabled pupils, to the curriculum, the physical environment and to information. It must be reviewed and revised every three years.