



**St Joseph the Worker
Catholic Primary School**



Special Educational Needs and Disabilities (SEND) Information Report

Mission Statement

*With Jesus
We learn,
We care,
We listen
We share
so that He might be seen in the people that we are
and the things that we do.*

Autumn 2025

Review: Autumn 2026

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 which is published on our school website.

You can find it on our website <https://www.st-josephworker.essex.sch.uk/send/>

Definition of Special Educational Needs and Disability

A child has Special Educational Needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others in a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) or would do so if special educational provision was not made for them. The SEND Code of Practice (2015) states that there are four main areas which cover Special Educational Needs:

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

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

All pupils with SEND are supported by their Class Teacher as well as Learning Support Assistants. Your child may also receive support from the SENCo depending on their needs. We have a wide range of experience amongst the entire staff team.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Meghan Baker

She has over 6 years' experience in this role and have worked as class teacher for over 15 years.

Mrs Baker has achieved the National Award for Special Educational Needs Co-ordination in 2020. She is in school two days a week.

Class teachers

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

All staff have had training in a range of needs including autism and ADHD. The school has adapted the Trauma Perceptive Practice framework, and it underpins our approach to meeting the needs of every pupil in our care.

When necessary, teachers receive additional training from a range of specialists.

Learning Support Assistants (LSAs)

We have a team of experienced LSAs, including a higher-level teaching assistant (HLTA) who are trained to deliver SEN provision. LSAs are trained to deliver several interventions. Our team of support staff offer the pupils a supportive and nurturing approach to learning. They build strong relationships with both pupils and parents.

High Level Teacher Assistants (HLTAs) Mrs Shipp

Learning Support Assistants (LSAs) Mrs Andrews, Mrs Hessian, Mrs O'Toole, Mrs Tobin, Mrs Garwood, Mrs Hills, Mrs Cremins, Mrs Ali and Mrs English.

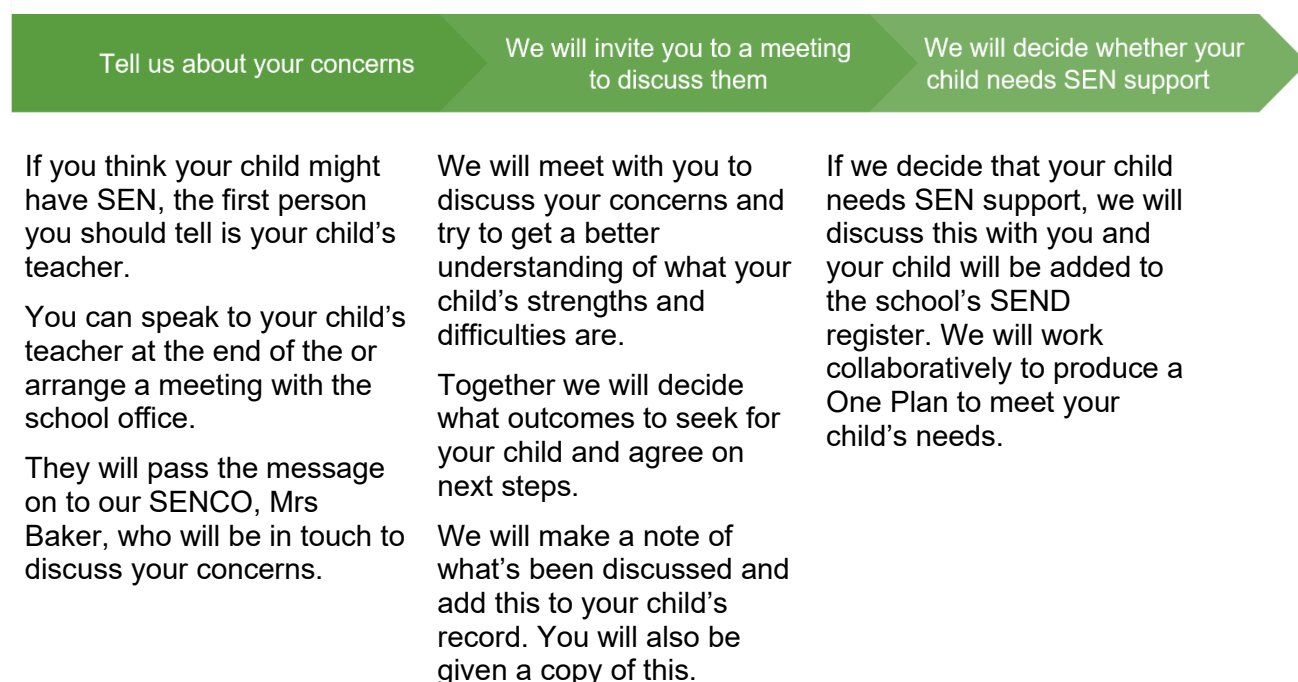
External agencies and experts

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
- Inclusion Partners
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- School attendance specialists
- Social services and other local authority (LA)-provided support services
- Brentwood Catholic Children Society

What should I do if I think my child has SEN?

Any concerns about your child's progress or wellbeing should be addressed with their class teacher. They are best placed to offer insight into your child's difficulties. This may include discussions or input from the SENCo.



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

All class teachers are aware of SEND and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially.

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 put support in place to try to fill it. Pupils who do not have SEND 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 SEND.

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.

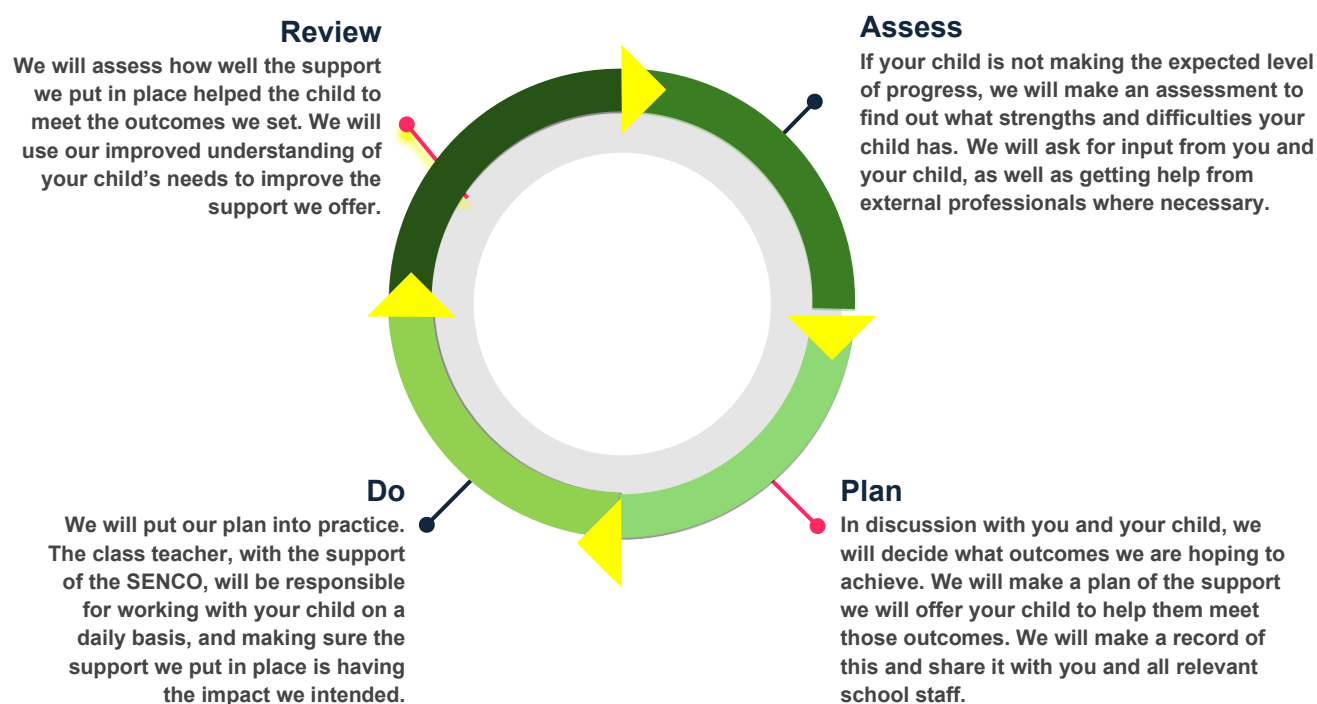
The SENCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENCO will decide whether your child needs SEN support. Depending on the needs, we sometimes create a SEN Monitoring Plan to document interventions a child is receiving. 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 One Plan to support them.

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.

How will I be involved in decisions made about my child's education?

If your child has a One Plan, we will meet with you and once a term to discuss your child's progress. The plan will be updated by the class teacher to reflect any changes.

Your child's class/form teacher will meet you three 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.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and the nature of their needs. We recognise that no two 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

How will the school adapt its teaching for my child?

Teachers offer a range of scaffolding to learning activities so that they are more accessible to a range of needs. Teaching staff are trained in adaptive teaching strategies. We want the children to keep up with the curriculum rather than catch up. We may provide reasonable adjustments depending on the nature of your child's needs.

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.

These adaptations include:

- Differentiating our curriculum to make sure all pupils can access it, for example, by grouping, 1:1 work, adapting the teaching style or content of the lesson, etc.
- Providing scaffolding including breaking down activities into smaller steps
- 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.
- 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 and social skills interventions Zones of Regulation Now/Next boards Attention Autism Intensive Interaction Sensory Circuits
	Speech and language difficulties	Speech and language interventions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Pen grips Theraputty Gym Trail
	Moderate learning difficulties	Adapted curriculum
	Severe learning difficulties	Adapted curriculum

Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks Standing desks Other reasonable adjustments
	Adverse childhood experiences and/or mental health issues	Nurture groups Counselling
Sensory and/or physical	Hearing impairment	Radio mics Careful seating arrangements
	Visual impairment	Limiting classroom displays Modifying resources
	Multi-sensory impairment	
	Physical impairment	See accessibility plan

These interventions and others are outlined in Essex's Ordinarily Available Framework. The school refers to this document regularly. See website below for more information:

<https://schools.essex.gov.uk/special-educational-needs-and-disabilities-send/send-services-and-support/send-advice-and-2>

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 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Assessment results
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

We will consult with external agencies to get recommendations on what will best help your child access their learning. Pupils with an Education, Health and Care Plan (EHCP) and will have been allocated funding based on the Local Authority's banding formula, which no longer specifies an allocation of hours of support for an individual child. The school decides

how to use this funding to make provision for the pupils in order that they achieve the outcomes set out in their plan.

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

We offer an inclusive environment. We want our pupils to experience the full breadth and depth of the curriculum. Our children with SEND participate in the same activities as other pupils.

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 school trips, including our Year 6 residential trip to Essex Outdoors in Danbury, Essex.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

What support will be available for my child as they transition between classes or settings?

Transition Arrangements for Pre-School Children:

The EYFS team routinely hold stay and play sessions and meet all parents and carers before children start school. For children who have already been identified with SEND, a meeting will be convened to which the SENCO and EYFS class teacher will be invited. This is either in the preschool setting or in school. Additionally, the child is visited in their preschool setting and is given an opportunity to come to the school so that photographs can be taken, in addition to making a visit with their peers on the normal transition afternoons.

Transition Arrangements for transfer from class to class:

At the end of the academic year, the SENCO will inform teachers and LSAs about the SEND cohort and any children with medical conditions or otherwise in their new class. Class teachers liaise with each other about the new class.

Transition Arrangements for transfer to Secondary School:

For children with an EHCP, discussion around an appropriate secondary placement is made during Year 5 and sometimes earlier, particularly where a specialist school will be required. The SENCO will advise parents on questions they might like to ask when viewing a secondary school. At the final Annual Review in Year 6 which is held before the October half term, parents will make their choice of secondary school known and a request will be made to name this school on the EHCP. Parents of a pupil with an EHCP do not need to make a separate application to secondary school.

Additional transition visits are arranged for the summer term so that the pupil can visit with their LSA, meet staff and familiarise themselves with their new environment. If appropriate a person-centred transfer meeting will be held with their new school in the summer term of Year 6. For other children receiving SEND support, parents are invited to share any concerns they might wish to highlight, and this will be sent together with the information request forms to the relevant secondary school. All SEND school records will be securely transferred on to the secondary school regardless of whether the child has since been removed from the register

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.

To see what support is available to you locally, have a look at Essex County Council's local offer. Essex County Council publishes information about the local offer on their website:

<https://send.essex.gov.uk/>

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

<https://www.essexsendiass.co.uk/>

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

<https://www.snapcharity.org/>

<https://www.familiesinfocussessex.org.uk/>

<https://www.kidsinspire.org.uk/>

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

<https://www.ipsea.org.uk/>