

Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach

St Joseph's Catholic Primary School

Part of the St John Bosco Academy

At Joseph's we work, learn and grow together guided by Jesus' teachings



SEND

Information Report Sept 2024

Parent Friendly Version



Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



Welcome to St Joseph's Catholic Primary School: Special Educational Needs and Disability Co-ordinator

Dear Parents and Carers,

Here at St Joseph's we want all our children to reach their true potential and get the support that they need.

My name is Mrs Hickman and I am the Special Educational Needs and Disability Co-ordinator (SENDCo) . I work with children, parents, teachers and outside agencies to ensure that the needs of our pupils are met. I work 2 days per week (Wednesday and Thursday) and I am always available to speak to if you have a concern about your child.

- Phone: 01384 889424
- Email: info@st-jo-dud.dudley.sch.uk



Mrs Hickman

Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



Statutory Guidance

We will work in partnership with you to identify the needs of your child and put in place the correct support, including family support if you need this.

The Academy Trust has a duty to ensure that the school adheres to the new Code of Practice under the Children and Families Act 2014. This means that the trustees of the academy hold the Head teacher, Mrs Chapman and SENCo, Mrs Hickman to account.

One of the key responsibilities of the governing body is to make sure that the school's policy for children with Special Educational Needs and Disability (SEND) is published on the school website. The information on the school website must be reviewed annually by the governing body.

The school also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEND.

Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



CRC Article 29(goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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.



St John Bosco
MULTI ACADEMY COMPANY

Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



What is a Special Educational Need or Disability (SEND)?

- **What is a Special Educational Need (SEN)?** A child or young person has a SEN if they have a learning difficulty or disability which calls for some additional or different educational provision.
- This may mean that s/he has a significantly greater difficulty in learning than the majority of others of the same age.
- **What is a Disability?** Many children and young people who have SEN may have a disability. This is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. ('Long-term' is defined as 'a year or more').
- This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy, and cancer.
- Schools have a legal responsibility to meet the needs of children with medical conditions. We are committed to meeting the needs of all children in the school and endeavour to give each child individualised support and resources as they need it.

Your SENCo

Statutory Guidance

What is SEND?

Areas of Need

Identifying Needs

Types of Provision

The Graduated Approach



At St Josephs Catholic Primary School children are identified as having SEN when they have a significantly greater difficulty in learning than the majority of children the same age. At St Josephs we cater for the identified four areas of need.

Areas of Need

Communication and Interaction



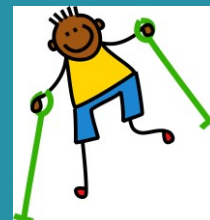
Cognition and Learning



Social, Emotional and Mental Health



Physical/Sensory Disabilities



Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. Difficulties may be with speech, expression, phonology, semantics and pragmatics. 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.

At St Josephs we support children with:

- Developmental Language Delay
- Developmental Language Delay Disorder
- Social Communication and Interaction
- Speech, Language and Communication
- Receptive Language/ language comprehension
- Expressive Language
- Speech sound Difficulties
- Autistic Spectrum Condition

Areas of Need

Communication and
Interaction



Your
SENCO

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



Cognition and Learning

Children with cognition and learning difficulties may require support as they may learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate, severe and profound learning difficulties.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Areas of Need

Cognition and
Learning



Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



Social, Emotional and Mental Health

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.

Areas of Need

Social, Emotional and
Mental Health



Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



Areas of Need

Physical/Sensory
Disabilities



Physical Disabilities / Sensory

Some children have a disability. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

You can find our [Accessibility Plan](#) here.

[Your SENCo](#)

[Statutory Guidance](#)

[What is SEND?](#)

[Areas of Need](#)

[Identifying Needs](#)

[Types of Provision](#)

[The Graduated Approach](#)



Types of Provision

Types of Provision:

We use a variety of interventions, teaching strategies and the resources to provide provision for children with needs in each of the 4 Areas. Click onto the links to find out more.

Communication and Interaction



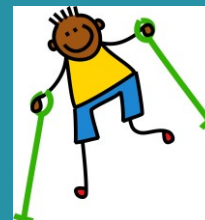
Cognition and Learning



Social, Emotional and Mental Health



Physical/Sensory Disabilities



Your SENCo

Statutory Guidance

What is SEND?

Areas of Need

Identifying Needs

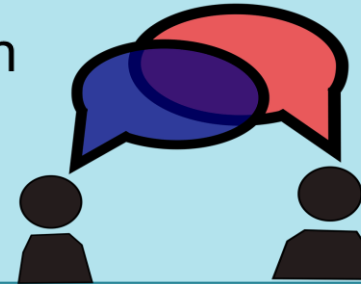
Types of Provision

The Graduated Approach



Communication and Interaction

Well Comm
Intensive Interactions
Get Talking
Colourful Semantics
Social skills groups
Individual work stations
TEACHH approach



Types of Provision:
Communication
and Interaction

Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



Types of
Provision:

Cognition and
Learning

Cognition and Learning

Writing Frames
Precision Teaching
Task Boards
Individual Education Plans
Small group Interventions
Phonics Interventions



Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



Types of
Provision:

Social,
Emotional and
Mental Health

Social, Emotional and Mental Health

Pastoral sessions

Intensive Interactions

Emotion Coaching Approach

Meet and Greet Transition Support

RSHE curriculum

Positive behaviour system



Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



Identifying pupils with SEN and addressing their needs

At St Josephs we may already know that your child needs extra support or has a special educational need. For example, if your child has come from a previous school or a preschool who has passed on the information or if your child has seen an outside agency such as a Speech Therapist who may have passed information to us. We may also identify SEN ourselves. At St Josephs, all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children. The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and Senior Leadership Team. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments every term of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

If a teacher or a parent were to raise a concern about a child, we would follow an 'Assess, Plan, Do, Review'

process. [Follow this link to see this pathway.](#)

Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



The Graduated Approach

When a pupil is added to the SEN register and is receiving SEN support. We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

The teacher's assessment and experience of the pupil.

Their previous progress and attainment or behaviour.

Other teachers' assessments, where relevant.

The individual's development in comparison to their peers and national data.

The views and experience of parents.

The pupil's own views.

Advice from external support services such as; Speech and Language, Occupational Therapy, Educational Psychologist, Behaviour Support, CAMHs, Specialist Early Years will also be obtained.

Pupils learning support plans will be assessed once every term, the effectiveness of the support, interventions and provisions will be monitored every half term to identify their impact on the pupil's progress. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Your SENCo

Statutory Guidance

What is SEND?

Areas of Need

Identifying Needs

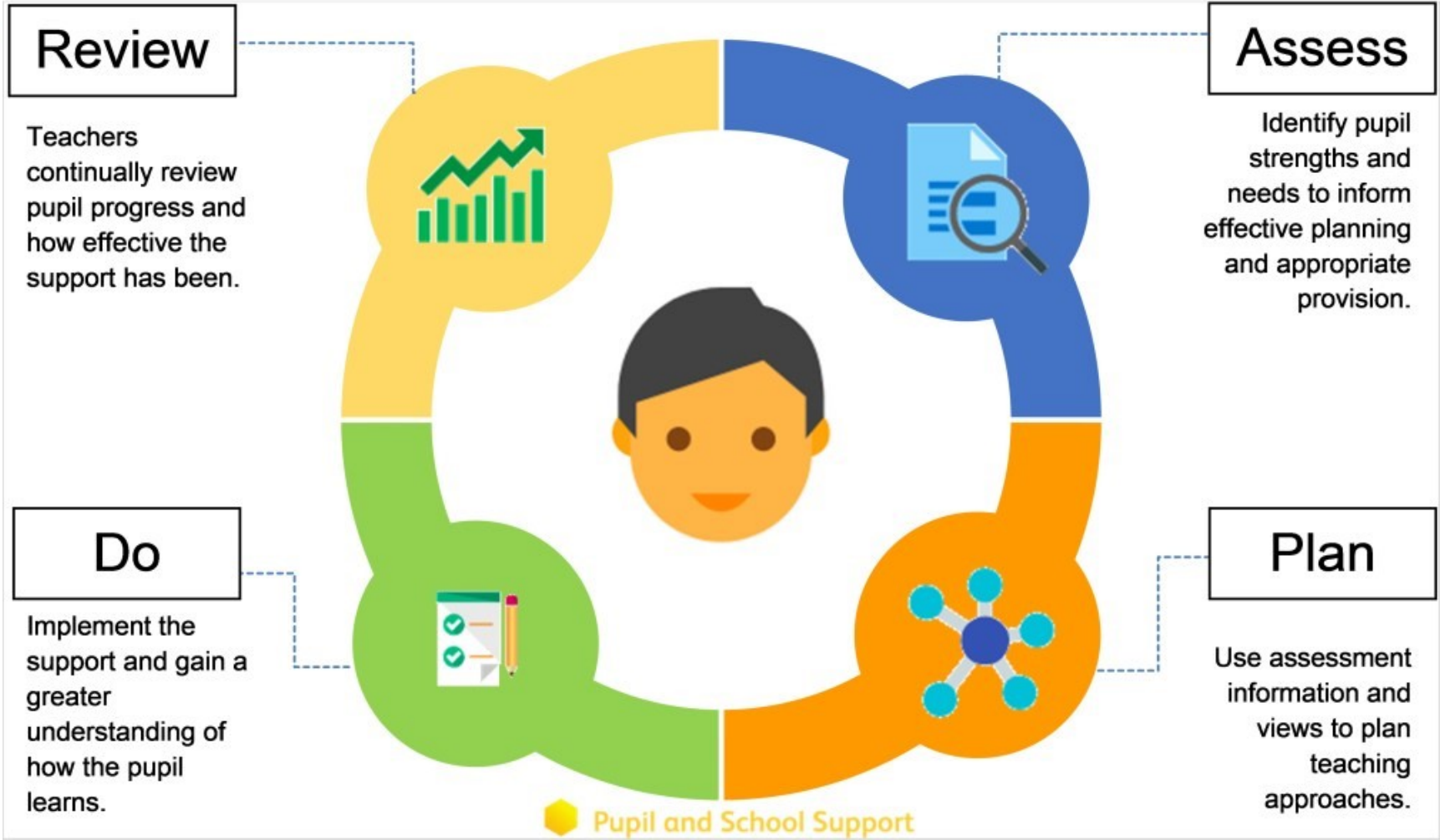
Types of Provision

The Graduated Approach



The Graduated Approach:

Assess – Plan – Do - Review



Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



To further support SEND provision in school we work closely with a number of agencies to provide support for pupils with SEN including:

Outside Agencies that we use:

Dudley Educational Psychology Service
Speech and Language (SaLT)
Learning Support Services (LSS)
Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)
Child and Adolescent Mental Health Service (CAMHS)
Occupational Therapy (OT)
Physiotherapy
BehaviourTeam
Visual Impairment Service
Hearing Impairment Service
Autism Outreach Service (AOS)
Physical Impairment/Medical Inclusion Service (PIMIS)
School Nurse
We Love Carers
Integrated Early Years Service (IEYS)
CADMUS

Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



Here are some useful links that give advice to parents with children that have a special educational need or disability.

- <https://www.dudley.gov.uk/residents/start-for-life/send/> - Dudley Local Offer
- <https://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/> - SENDIASS
- [Family hubs | Dudley Council](#) – Dudley Family Hub
- [DudleyCI](#) - We Love Carers (Dudley)

Where else can
you seek advice?

Your
SENCo

Statutory
Guidance

What is
SEND?

Areas of
Need

Identifying
Needs

Types of
Provision

The
Graduated
Approach



Every Wednesday morning, I am available to speak to parents if you have any concerns. No appointment needed; just drop-by.

Otherwise, we can arrange an appointment at your convenience.

An interpreter can also be made available if required.

- Phone: 01384 889424
- Email: info@st-jo-dud.dudley.sch.uk



Mrs Hickman

SENDCo
'Drop-I'n Service