



St Joseph's Catholic Primary School
Love God, Love Learning, Love Life
Special Educational Needs Report
2023-2024

St Joseph's Catholic Primary School aims to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in our mainstream setting wherever possible.

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice (2015) lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children.

The Code of Practice recognises that children learn in different ways and can have different kinds of SEND. Children with identified special needs receive relevant intervention and are placed on the SEND register as SEND support. Where necessary, support and advice are sought from outside agencies to meet the needs of these children. If further support is required the school may request a statutory assessment of special needs, which may result in an Education, Health and Care Plan being issued to the child.

Note: If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Legislation and Guidance

This information report is in line with the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- The Equality Act 2010: The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

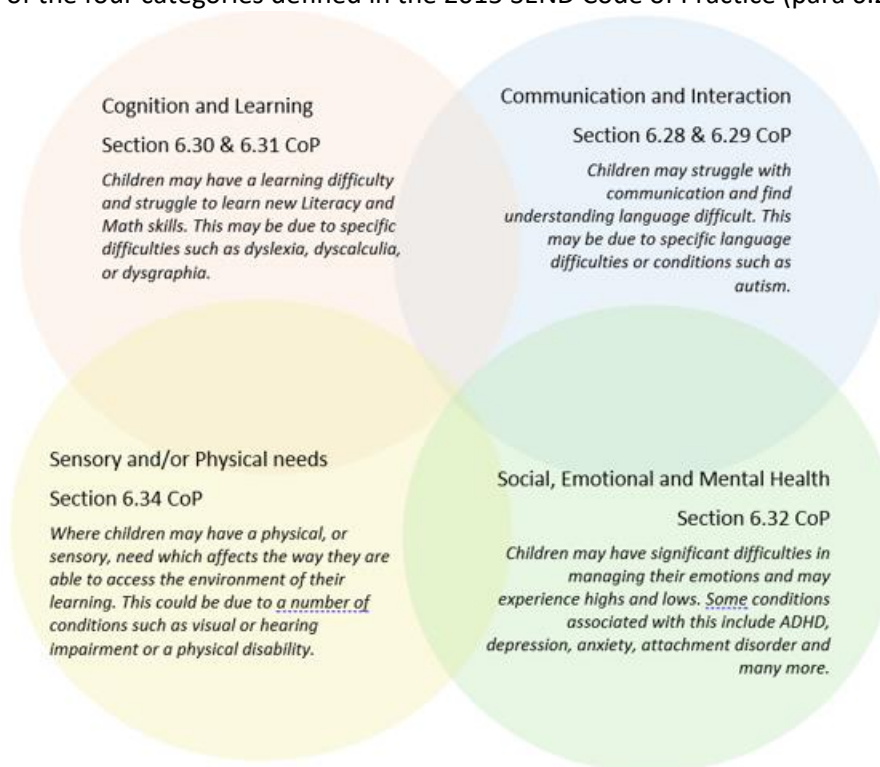
Policy

If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: [St Joseph's Catholic Primary School, Aylesham - Home](#)

The types of SEND that are provided for:

At St Joseph's Catholic Primary School, we make provision for children with Special Educational Needs and/or Disability within each of the four categories defined in the 2015 SEND Code of Practice (para 6.28 - 6.35):



More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf](#)

Children with SEND may need extra help due to a range of unique needs. The purpose of identifying the area of need(s) of the child is not to fit them into a category but to consider the child's needs as a whole and help ensure that the school can plan adequate provision. The categories of need are described as follows:

Communication and Interaction

Children with speech, language and communication needs may have difficulty making sense of language or in communicating their needs and wants to others. Some children may need support developing fluency or forming sounds, words, and sentences. They may also have difficulties in social situations as they do not understand the social rules of communication. These needs can change over time and a child may have difficulty with one, some or all of the different aspects of speech, language and social communication.

Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in some, or all areas of the curriculum and may have associated difficulties with mobility and communication. When children have profound and multiple learning difficulties (PMLD), they are likely to have severe and complex learning difficulties as well as a physical disability and

Sensory impairment. A child can also have a specific learning difficulty (SpLD) which may affect one area of their learning and encompasses a range of conditions, such as dyscalculia, dyslexia, and dyspraxia.

Social, Emotional and Mental Health Difficulties

Social, emotional, and mental health needs can manifest in many ways and can look different for all children. They could find managing their relationships with other people difficult and may display behaviour that can hinder theirs and other's learning that can negatively impact on their health, well-being and their quality of life. Some children may have disorders such as Attention, Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), or attachment disorder.

Sensory and/or Physical Needs

Children may have a visual or hearing impairment or have a physical need for which they require additional ongoing support and equipment to ensure that lessons and learning opportunities are accessible.

It is not uncommon that children may have SEND that falls into one or more of the above categories.

Support for children's overall well-being

St Joseph's Catholic Primary School offers a wide range of pastoral support across the school, for our children and families we have access to:

- Educational Psychologist
- External counselling agency
- Pastoral support from members of school staff
- Nurture UK
- Early Help
- School Nursing

We have Social Emotional and Mental Health (SEMH) provision embedded across the school with a range of interventions that are used to support our pupils. If you are concerned about your child's emotional wellbeing, please speak to their teacher or the SENCO, Mrs Hughes.

Deployment of staff and their key responsibilities

At St Joseph's all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Mrs Hughes, she has 27 years of experience working with children starting as a teaching assistant, then 12 years as a qualified class teacher and 8 years working within the role of SEND. She also has the National Award in Special Educational Needs Co-ordination and has completed the Certificate of Competence in Educational Testing

(CCET). Mrs Hughes is also a Designated Safeguard Lead (DSL). She is employed for 2 days a week to manage SEND provision across the school.

Class/subject teachers

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

Teaching assistants (TAs)

We have a team of seven TA's and three higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Teaching assistants attend training delivered either by our SENCO or external professionals.

Wellbeing Support

Our Wellbeing Support Lead is Mrs Lloyd-Yates, she is also a DSL, she works closely with Mrs Hughes and other members of the DSL team, classroom staff and parents to provide wellbeing support for our children. Mrs Lloyd-Yates is trained in delivering Drawing and Talking and has attended a wide range of courses in order to understand and support the children effectively with their emotional wellbeing.

Staff Training

A continuous programme of training is in place for all staff and may be delivered by school staff or other professionals, depending on the subject. Training may be delivered to all staff or individuals, depending on their role and the needs of the children they support.

We access training from Speech and Language and Specialist Teaching Services as well as utilising links made with local specialist provisions.

Staff regularly access training to support meeting the needs of children with SEND a whole school CPD has included:

- Safeguarding
- Positive Handling Training
- ADHD and Executive Function training
- Supporting Pupils with ASD in the Primary Classroom
- Fizzy and Clever Hands Training
- Sensory Circuits
- First Aid
- SENCO Forum/ AEN Forum Updates
- Various accredited First Aid Course Training
- Nurture UK training
- SEND County training
- Mainstream Core Standards training
- Boxall Training

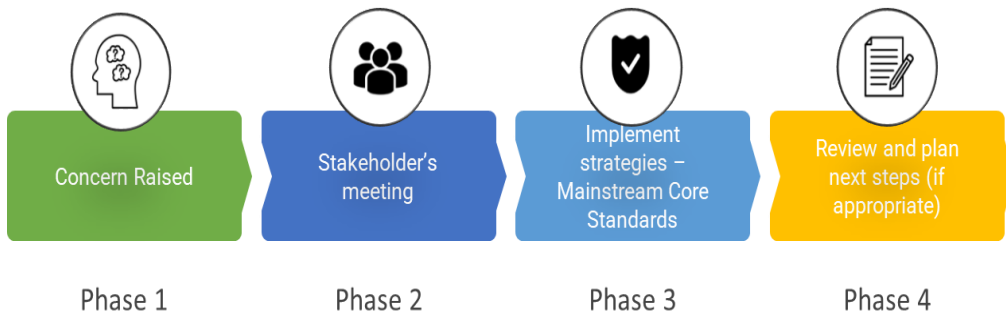
External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- KCSP SENCOs and professionals working within our Trust
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologist Service (EPS)
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Play Therapy practitioner
- Safeguarding services including Social Care and Early Help
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service (STLS) including Local Inclusion Forum Team (LIFT)
- Speech and language therapists
- Voluntary sector organisation – Beanstalk reading

If parent/carers have concerns about their child

Speak to your child’s class teacher and discuss your concerns with them. They will be able to reassure you, explain how your child is progressing in school and offer suggestions about what to do next. Visit our school and talk to the SENCO, Mrs Hughes. Your concerns will always be taken seriously. Your views are very important and information sharing is vital to your child’s success.



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>Please speak with your child’s class teacher. If you would like to make an appointment to meet with them, please contact the school office:</p> <p>Phone: 01304 840370</p> <p>Email: office@st-josephs-aylesham.kcsp.org.uk</p>
-----------------------	---

	If you would like to contact our SENCO, Mrs Hughes, please do so through the school office or by email: senco@st-josephs-aylesham.kcsp.org.uk
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

Identification and Assessment of Pupils with Special Education Needs

Pupil progress meetings are held termly where the progress and attainment of all pupils are monitored regularly by class teacher, SENCO, and Headteacher.

Staff have been trained to identify the signs of common SEND and how best to support children with these needs in the classroom.

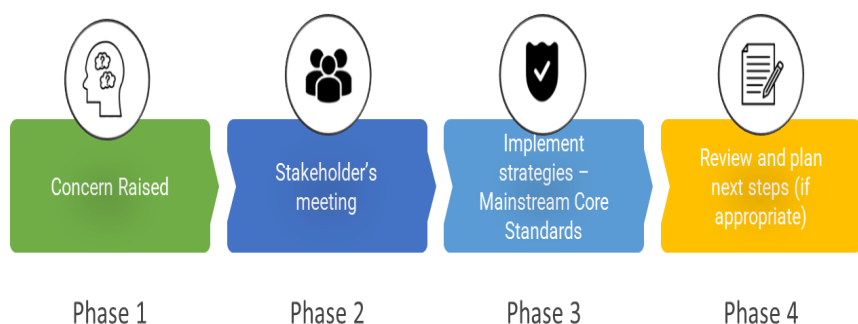
Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 SEND. Similarly, pupils with a diagnosis will not necessarily be added to the SEND register and receive SEND support unless they are accessing beyond our universal offer.

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult 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, and the school will follow the graduated approach.

When a pupil is new to the school, we receive information from the pupils' previous school/nursery. This helps to identify any additional needs and support that may be required.

How the curriculum will be matched to meet a child's needs

At St Joseph's Catholic Primary School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. 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.

When teachers plan their lessons, they consider where a child is with their learning, such as how they did in the previous lesson, and identify the next steps in their learning to move them on. Any individual needs are considered and planned for. Lessons are adapted according to the next steps required in a child's learning. Additional adults are used to support in class as well as providing targeted interventions at other times. We make use of additional equipment and resources where appropriate.

These adaptations may include:

Adapting our approaches, 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.



Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



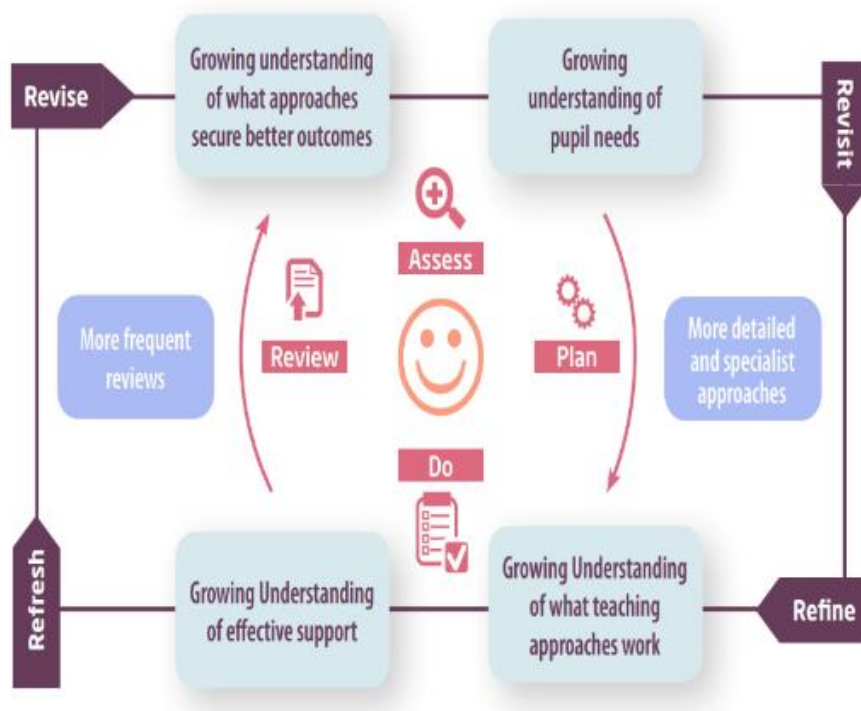
Scaffolding lesson materials

In addition to our teaching assistants, we also have our Wellbeing Support, Mrs Lloyd-Yates, who supports the well-being of our pupils by helping to remove barriers to learning in the classroom.

Further specific support may also be provided through a Provision Plan or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

We will follow the ‘graduated approach’ to meeting your child’s SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child’s input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child’s needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

We also provide a wide range of interventions that are part of our contribution to Kent County Council’s local offer.

How the school's resources are allocated and matched to pupil's SEND:

SEND funding (from a notional budget) is used to provide TA support in all classes, pay for 1 to 1 or small group support for children with high levels of need, specialist resources and training by the Educational Psychologist. Since April 2015, schools have also been able to apply for additional funding known as High Needs Funding, where there is evidence that the cost of supporting a child in school exceeds the allocated funding for a child who is on the SEND register. It is intended that this funding will enable children to be supported even if they do not meet the criteria for an Education Health Care Plan (EHCP).

The SEND budget is managed by the Headteacher and Business Manager and monitored by the Governing Body. Resources are made or purchased as necessary to support each pupil's learning. There are regular meetings to monitor the impact of any extra support and SEND provision. The Governors are responsible for ensuring that SEND funding is used well and that all pupils are given the help that they need to make good progress. There is a SEND Governor who meets with the SENCO twice a year. The school will use its SEND funding in the most appropriate way to support your child.

How young people are involved

The child is always at the centre of everything we do, children have provision plans that will ensure all staff know the strategies that work best for them. The strategies implemented to support will often take account of the child's interests. In addition, we have a school council which promotes pupil voice.

How parents are included and involved

At St Joseph's Catholic Primary School, we have an open-door policy and parents are welcome to discuss their child's progress with the class teacher at any time. There are also Parent's Evenings during the year as well as the child's annual report. Where children have a personalised plan, the targets and the support given are shared and will be discussed three times a year. The ways that parents can support their child are discussed and any additional reports from outside agencies are shared. The SENCO, Designated Safeguard Lead and Wellbeing Support will work closely with parents and outside agencies and are always happy to meet with parents or speak on the phone.

How all children will be included in activities outside of the classroom

All children are included in all activities wherever possible. This may mean that some special arrangements have to be made, or a risk assessment carried out beforehand. Parents will always be consulted if staff are concerned that there may be difficulties with a particular activity. School clubs are made available to all pupils. Where appropriate reasonable adjustments will be made to support all pupils.

Admissions for pupils with SEND

At St Joseph's we meet the needs of children within the four areas of SEND mentioned at the start. Decisions on the admission of children with an Educational Health Care Plan (EHCP) are made by Kent County Council, Local Authority. They will consider parental preference for a placement and will consult schools to be able to make an informed decision of whether your child's needs can be met.

If your child does not have an EHCP, please follow the Admissions Policy which can be found on our website: [St Joseph's Catholic Primary School, Aylesham - New Admissions and Reception Starters 2025](#)

The school environment accessibility

The school is always looking at ways to improve the school environment by making it more accessible to pupils, parents and visitors. This allows pupils to become more independent. All classrooms are on ground level. There is also a disabled toilet suitable for wheelchair users. The school has an Accessibility Policy. As a parent we encourage you to discuss your concerns with us so that we can plan for full inclusion. Further details can be obtained from our Equality Policy that is available on our website.

Transition

Starting school, moving to secondary school or changing classes can be an anxious time for many children. We liaise with feeder nurseries and onward schools to ensure that records and information are shared so that appropriate provision can be made. Within school extra provision is made for children who may find the change to a new classroom and teacher challenging.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress termly during Pupil Progress meetings
- regularly reviewing the impact of interventions
- monitoring by the SENCO
- using provision maps to measure progress
- holding annual reviews for pupils with EHC plan

Arrangements for handling complaints from parents of children with SEND about the provision made at school

We encourage parents to speak to us if they are ever unsatisfied with arrangements for their child. This allows us the chance to listen to all involved (including the child) and the opportunity to make changes or put things right. However, if at any time you have a complaint about the provision your child is receiving, please refer to the school complaints procedure policy on the school website.

Support available to families

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Contact details of support services for parents of pupils with SEND where necessary and appropriate the school will signpost parents and carers to IASK if they require additional independent advice around SEND. Please see the link:

<http://www.kent.gov.uk/iask>

Kent County Council's Local Offer has a wealth of information to support parents: The local authority's local offer is published on: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Monitoring arrangements

This information report will be reviewed by the Headteacher and SENCO each year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Report produced by: Mrs Hughes

Date: September 2024

Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support pupils with SEND

SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEND

SEND support – special educational provision which meets the needs of pupils with SEND

Transition – when a pupil moves between years, phases, schools or institutions or life stages