



St. Joseph's Catholic Primary School



Special Educational Need and Disabilities Information Report

Provision: Mainstream Primary ages 4-11

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Date: September 2026

This document has due regard to:

- Children and Families Act 2014
- Health and Social Care Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Children Act 1989

It also reflects guidance including:

- SEND Code of Practice (2015)
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children

For the purposes of this report the terms “Disability” and “Special Educational Needs” are as defined in the Acts.

The Surrey Local Offer:

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

The Surrey Local Offer site contains a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedure for requesting an assessment for an Educational Health and Care Plan (EHCP).

You will also find:

- where to go for advice and guidance on SEN and Disability matters:
- health and care services

Welcome

At St Joseph's Catholic Primary school, we believe that every child is a unique gift from God and should be supported to flourish academically, socially, emotionally and spiritually. We are committed to providing a nurturing, inclusive and ambitious learning environment where all pupils, including those with Special Educational Needs and Disabilities (SEND), are welcomed, valued and supported to achieve their full potential.

This report outlines how we identify, support and monitor pupils with SEND and explains how parents, carers and pupils are involved in shaping provision. It also provides information about the services, expertise and resources available within our school community.

	Questions	School Response
1	How does St. Joseph's Catholic Primary School know if children need extra help and what should I do if I think my child may have special educational needs or a disability?	We monitor the progress, attainment, development and wellbeing of every child throughout their time at St Joseph's. Class teachers regularly assess pupils' learning and are often the first to identify concerns regarding progress, communication, social interaction, emotional wellbeing, physical development or learning needs. Identification may arise through: • Communication with previous setting • Teacher observations. • Assessment information. • Discussions with parents or carers. • Information from previous settings. • Advice from external professionals. • Pupil voice and self-reflection. Where concerns are identified, a Record of Concern (ROC) may be completed. This enables school staff to gather evidence, consider strengths and barriers, and identify appropriate adjustments within the classroom environment. Parents are fully involved throughout this process. • If concerns remain after an appropriate period of monitoring and support, a pupil may be placed on the SEND Register and an Individual Support Plan (ISP) developed.

2	How will the school staff support my child?	The primary support for every child is high-quality classroom teaching. Our teachers carefully adapt learning to ensure all pupils can access the same ambitious curriculum. Adaptive teaching strategies may include: • Visual aids and scaffolds. • Pre-teaching key vocabulary. • Explicit instruction and modelling. • Flexible grouping. • Additional adult guidance. • Assistive technology. • Alternative recording methods. • Adjusted resources and tasks. For pupils requiring additional support, teachers and the SENCo work together using the graduated approach of: • Assess → Plan → Do → Review This ensures that provision is responsive, personalised and effective. All pupils on the SEND Register have an Individual Support Plan which identifies: • Strengths and interests. • Areas of need. • Agreed outcomes. • Classroom strategies. • Additional provision.
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		Support is reviewed and adjusted regularly to ensure it remains needed, responsive and impactful.
3	How will the curriculum be matched to my child's needs?	We believe pupils with SEND should enjoy the same ambitious curriculum as their peers wherever possible. Teachers use detailed knowledge of pupils' needs to remove barriers to learning through: • Adaptive teaching • Clear routines and structures. • Visual supports. • Carefully sequenced learning. • Vocabulary development. • Retrieval practice. • Targeted questioning. • Practical learning opportunities. • Specialist resources where needed. We work closely with specialist services to ensure adaptations are informed by the latest advice and best practice. Services we work with include: • Woodlands School Outreach Service • Xavier Inclusion Forum • Surrey's Specialist Teachers in Inclusive Practice team • Mental Health Support Team • Speech and Language Therapists At St. Joseph's we believe that the child and their needs must be at the centre of all decision making and where appropriate, the pupil is involved in discussions about their

		learning; the extent of this is dependent on age, need and ability. We provide a wide variety of opportunities for children to express and share their views on all aspects of school life, including peer and self-marking and through Pupil voice. It is very important to us that each child has opportunities to be involved in assessing, planning, doing and reviewing their learning and SEND support. Children are able to do this by feeding into their ISP documentation review and for children with EHCPs through attendance at their annual review.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<i>'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'</i> (CoP 2.2) We firmly believe in developing a strong partnership with parents/carers as this will enable children and young people with SEN to achieve their potential. We recognise that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. In addition to a termly parents consultation where parents can meet with their class teacher to discuss their child's progress, all children on the SEND register will have the opportunity to attend an ISP review meeting, (reviews held around half terms in October, February and May). This meeting enables discussion around the support that the school are providing, evaluating impact and success and supporting the parents/carers in knowing how they can help their child at home. At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better. Parents of children with an ECHP will be invited to their annual review where their ideas will be shared along with all professionals working with the child and the yearly targets and focus will be jointly written/agreed between all parties. Either the parents/ carers or the school may wish to call annual reviews more frequently. We have very strong links with outside agencies and pride ourselves in taking a multi-agency approach. It is important that the complexities of children with SEND are discussed by a range of educational professionals and plans are drawn up together with parents/carers to support them and ensure that the children's needs are being met.

5	What support will there be for my child's overall well-being?	At St. Joseph's Catholic Primary School, we believe positive self-esteem is crucial to a child's wellbeing. We have a highly committed, caring and understanding team of staff. We aim to ensure that all pupils are motivated and encouraged to develop physically, socially, intellectually, and emotionally by providing a broad and balanced Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. We also use the Zones of Regulation so the children are able to confidently talk about their emotions. We have a zero-tolerance approach to bullying and child-on-child abuse in the school. We understand that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Following our policies, we address the causes of bullying as well as dealing with negative behaviours, to ensure all children feel safe and valued at our school. Medical Care Plans are drawn up and advice is sought when needed. Medication given at the school is closely monitored and logged to ensure that the school is administering the correct amount. A number of staff are First Aid trained and trained in Paediatric First Aid, so that First Aid is always available
6	What specialist services and expertise are available at or accessed by St. Joseph's Catholic Primary School?	Our SENCo is an experienced fully qualified teacher, who has completed the NPQSENCO and is a member of the Senior Leadership Team (SLT). She is further supported by an experienced team of teachers and LSAs who work together to ensure that all children receive the support they need to achieve their full potential and enjoy learning, including children with SEN needs in the areas of: - Communication and interaction (CoIN) - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. - Cognition and learning (LAN) - for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy. - Social, emotional and mental health difficulties (SEMH) - for example, where children and young people have difficulty in managing their relationships with other people or if they behave in ways that may hinder their and other children's

		learning, or that have an impact on their health and wellbeing. Staff have received training in Emotion Coaching and the use of Social Stories to support our pupils. - Sensory and/or physical needs - for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. The Xavier Multi Academy Trust also provide additional staff who can come into school and support your child, these include; • Educational Psychologist • SEND Lead Advisor • Safeguarding Lead Advisor External advisors may also come into School to work alongside the SEND team from Surrey LEA these currently include; • STIPs Teachers from Surrey LEA • Hearing Impaired Advisory Teacher • Visually Impaired Advisory Teacher • REMA support teachers • Educational Psychologist School also sources external support from; • ASD Outreach Service • Referrals to Mindworks and CAMHS (Child and Adolescent Mental Health Service) • Mental Health Support Team • School Nursing Team
7	What training are the staff supporting children and young people with SEND had or are having?	At St. Joseph's Catholic Primary School we understand the importance of having well trained staff with expertise in SEND. We regard all teachers as teachers of SEND and see quality first teaching as the key to high quality provision for children with SEND. Using this approach, we are able to support the learning of all children within inclusive classroom settings. We provide a range of different interventions to support pupils to make at least expected progress.

		These include both research based and specially developed intervention to meet individual needs and include: ✓ Precision teaching ✓ Speech and language therapy ✓ Colourful semantics ✓ Literacy for all ✓ Read Write Inc. (including Fresh Start) ✓ Write From the Start The SENCO, Teaching Staff and LSA's regularly receive training both in the school and through the Xavier CET. Our training is constantly being updated and adapted according to the needs in the school. Recent training includes: Read Write Inc. Phonics Training and Master Readers.
8	How will my child/young person be included in activities outside the classroom including school trips?	We are a fully inclusive school, where all children are included in all parts of curriculum, including activities outside the classroom. Our aim is to include all children on educational visits. We have a range of provisions to support and promote this, including: ✓ extra support in order that we meet statutory required adult to child ratios on our trips when needed; ✓ one-to-one support, where necessary; ✓ funding can be accessed for families who might not afford the cost; ✓ working closely with parents to ensure we have all details about the child prior to an outing. A risk assessment is carried out prior to any off site activity to ensure nobody's health and safety will 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. Children with SEN and/or disability are welcome in all aspects of school life: joining clubs like netball or football, attending school trips including residentials and after school clubs are encouraged.

9	How Accessible is the school environment?	St. Joseph's Catholic Primary School is compliant with the 2010 Equality Act and students with SEND are always part of the conversation around meeting their needs. Our facilities include: • Wheelchair accessible classrooms; • 3 toilets with disability access; • Parking bays for disabled users; • Wide doors and wide corridors for wheelchair access; • All classes are low sensory to reduce sensory overload. • Portable ramps to enable wheelchair access to the lower hall. • Contrast on stairs to assist children/adults with visual impairment. Our Accessibility Plan is published on the school website. All correspondence is conducted in English, however every effort is made to translate when necessary for letters or meetings. Students with SEND may be offered computer aided technology to support them in lessons or activities if it promotes their learning and progress.
10	How will St. Joseph's prepare and support my child to join the school, transfer to a college or the next stage of education and life?	We are a fully inclusive school which admits pupils with SEN and disabilities. Admission criteria for children with disabilities will follow the admissions policy agreed by the school's governing body. We encourage all new families to visit our school prior to starting and our SENCO is available at Open Evening or during School Tours for any immediate questions. Meetings will be held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum. Appropriate support and training will be provided for staff if necessary. If a child with SEND joins St. Joseph's Catholic Primary School, where appropriate, we: • contact/visit the previous setting in order that we understand the full needs of any child; • write a social story with the child, if transition is potentially difficult; • involve multi-agency colleagues to be included in the process; • invite the child to come in for parts of the school day.

		Induction processes for children who join the school mid-year includes assessments, familiarization and contact with families to Full and thorough transition meetings are held between our year 6 staff/SENCo and secondary school destinations. During these meetings we share an overview of our learners who have SEN. 'What works well' is shared so that transition to the next phase is made as smoothly as possible. We discuss worries and give the children time to prepare for the change, providing information about the new setting and what to expect. Children with additional needs are offered extra transitional days and additional support in transition. When parents/carers have additional concerns regarding transfer, they are encouraged to contact the class teacher or SENCo during Years 5 and 6. If your child has an EHCP, the annual review in Year 5 will be used to support in selecting the most appropriate school for the child, alongside discussions around transfer to secondary school. Wherever possible, the new school will be invited to attend in the following Year 6 annual review to discuss needs and enable a smooth transition.
11	How are the school's resources allocated and matched to children's special educational needs or disabilities?	At St. Joseph's Catholic Primary School, we place great importance and value on meeting a child's needs to the best of the school's ability with the funds available. We have an experienced team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children and individual's needs. Children are offered an LSA support package at a level reflective of their needs based on their progress. A tailored package of support is carefully matched to each student's needs as they evolve. This can include social support, LSA support in lessons, small group work, one-to-one work and IT support. Resources may be adapted to support visually impaired students and those with Specific Learning Difficulties, for example.
12	How is the decision made about what type and how much support my child will receive?	At St. Joseph's Catholic Primary School, we believe that all children are entitled to good or better quality first teaching. The SENCo and class teachers work closely together to discuss each child's needs and what support would be beneficial for them.

		 We work with a continuous cycle of assess, plan, do and review, to identify the best support for each child.	
13	How are parents involved in the school? How can I be involved?	Parents are invited in regularly to discuss curriculum and learning, including to Parent Partnership meetings. Individual parent meetings to discuss individual progress throughout the year. Parents are always welcome to make an appointment at a mutually convenient time whenever the need should arise. Parents with SEND are fully supported to engage with the school, and make use of the school buildings. At St. Joseph's Catholic Primary School, we encourage parents /carers to get involved in their child's education. Some of the ways that you can get involved are: • Hearing your child read and supporting them with their home learning • coming to our open days and many other events for parents and other family members; • attending school celebrations, Masses and performances; • joining the St. Joseph's Association (SJA) and attending events; • attending parents' evenings;	

		• attending Curriculum and Parent/Teacher Meetings. At St. Joseph's Catholic Primary School, we work closely with our governing body. They are responsible for monitoring the effectiveness of the provisions in place for pupils identified with SEND and they receive a report from the SENCo on the progress of pupils with SEND. The named governor, Natalie Carroll, meets with the SENCo and monitors SEND provision within the school. You can contact her via the school office.
14	Who can I contact for further information	Ways to get in touch with the school are: ✓ talk to your child's class teacher; ✓ contact the school office to request a call from or an appointment with the SENCO or another member of the Senior Leadership Team. If needed, we can signpost parents to a wide range of agencies to gain additional support. For example: ✓ Surrey Family Support Services; ✓ Surrey Young Carers; ✓ Child and Adolescent Mental Health Service; ✓ Rainbows- Bereavement and loss ✓ Surrey Parent Partnerships; ✓ Citizens Advice Bureau (CAB); ✓ Domestic Abuse Support; ✓ Social Care. Should you need to make a complaint, please refer to the Complaints Policy on the Xavier Educational Trust Website. Xavier Catholic Education Trust Policies