

SEND Information Report 2025–2026



Introduction

This report outlines the provision for pupils with Special Educational Needs and Disabilities (SEND) at St Joseph's School during the 2025–2026 academic year. It provides information regarding the school's approach to SEND, current provision, deployment of resources, and arrangements for monitoring, support, and transition.

Key Personnel

Role	Name
SENDCo	Sinéad Broad
SEND Governor	Maeve Tombs
Designated Safeguarding Lead	Sinéad Broad
Designated Teacher for Looked After Children	Sinéad Broad

School SEND Offer

The school's SEND Offer can be accessed here:
<https://www.stjosephsschool.net/information/send/>

Whole School Approach to SEND

At St Joseph's School, we are committed to providing an inclusive learning environment in which all pupils are valued and supported to achieve their full potential.

All teachers are responsible for the learning and progress of every child within their class, including those identified with SEND. High Quality Teaching, appropriate scaffolding, reasonable adjustments, and personalised adaptations are embedded across the curriculum to ensure equitable access to learning opportunities.

Our inclusive ethos enables pupils with SEND to participate fully in all aspects of school life.

Graduated Response to SEND

The school follows a graduated response in line with the SEND Code of Practice. This includes:

- Continuous monitoring of teaching and learning.
- Identification and tracking of pupils requiring additional support.
- Use of assessment data to monitor progress.
- Identification of pupils requiring SEND Support.
- Implementation of the "Assess, Plan, Do, Review" cycle.

- Consideration of applications for Education, Health and Care Plans (EHCPs), where appropriate.

All pupils receiving SEND Support, or with an EHCP, are included on the school SEND register.

Identification of SEND

Pupils may be identified as requiring additional or different provision through:

- Teacher referrals to the SENDCo.
- Ongoing curriculum assessments.
- Termly progress tracking and analysis.
- Use of B Squared and Autism Framework assessments.
- Assessments carried out by external professionals and specialist services.

The school adopts a holistic approach to supporting children's academic, emotional, social, and physical development.

Further details regarding pastoral care, safeguarding, and anti-bullying procedures can be found within the school's policies and SEND Offer.

Pupil and Parent Participation

St Joseph's School values the views of pupils and their families and actively encourages collaborative working between home and school.

Communication and Review Opportunities

<u>Provision</u>	<u>Participants</u>	<u>Frequency</u>
Informal discussions	Teachers, parents, pupils, SENDCo	Daily/as required
Parents' Evenings	Parents, pupils, teachers, SENDCo	Twice yearly
SEND Review Meetings	Parents, pupils, class teachers, SENDCo	Minimum three times yearly
Assess, Plan, Do, Review Meetings	Relevant staff, parents, external agencies	Three times yearly
Annual Reviews for EHCPs	Relevant professionals and families	Annually
School Council	Pupils and staff	Termly
Newsletters	Deputy Headteacher/SENDCo	Weekly

Weekly newsletters also provide updates regarding the school's enhanced provision, "Oasis".

SEND Provision

Provision for pupils on the SEND register during the academic year has included the following:

Communication and Interaction

- Speech and Language Therapy referrals and interventions.
- 1:1 and small-group SALT support.
- Referrals to Communication and Interaction Support Services.
- ELSA support.
- Sensory breaks.
- Makaton support.
- Lunchtime nurture provision within Oasis.
- Requests for EHCP assessments where appropriate.

Cognition and Learning

- Dyslexia screening.
- Educational Psychologist involvement.
- Cognition and Learning Support Service referrals.
- Literacy and mathematics intervention groups.
- Precision Teaching.
- Direct Instruction approaches.
- Visual supports and scaffolds.
- Additional processing time.
- Individual workstations.
- Readers and scribes.
- KS2 access arrangements.
- Little Wandle Keep-Up and Rapid Catch-Up programmes.

Social, Emotional and Mental Health (SEMH)

- 1:1 nurture support.
- Small-group interventions.
- Calm and safe spaces.
- Lunchtime nurture groups.
- Emotional risk assessments.
- Referrals to Early Help Hub and CAMHS.
- Involvement from Mental Health Support Workers.
- ELSA provision.
- Forest School sessions.

Sensory and/or Physical Needs

- Occupational Therapy referrals and support.
- Physical and Medical Needs Advisory Service involvement.
- ICT and access arrangements.
- Provision of sensory aids and equipment.
- Fun Fit, Funky Fingers, and Sensory Circuits interventions.

SEND Profile and Funding

Current SEND Profile

Category	Number of Pupils
Pupils receiving SEND Support	51
Pupils with EHCPs	8
Pupils awaiting EHCP decisions	3

Additional Funding

Eight pupils received funding through the All Saints AFN system:

- 6 High Funding allocations.
- 2 Medium Funding allocations.

Funding supported pupils' learning, emotional regulation, and social integration within school.

Monitoring and Evaluation of SEND Provision

The effectiveness and quality of SEND provision is monitored through:

- Lesson observations.
- Learning walks.
- Book scrutiny.
- Pupil voice activities.
- Meetings with parents, pupils, staff, and external agencies.
- Analysis of termly progress data.
- External professional reports.

Deployment of Support Staff

Support staff have been deployed to provide:

- Curriculum access support.
- Delivery of targeted interventions.
- Speech and Language support programmes.
- Occupational Therapy and Physiotherapy programmes.
- Lunchtime nurture provision.
- Playground and lunchtime supervision.
- Enhanced provision support within Oasis.
- First Aid support.

The quality and impact of support staff deployment is monitored through observations, appraisal systems, and pupil progress data.

Allocation of SEND Funding

SEND funding has been allocated towards:

- Additional staffing.
- External specialist services.
- Teaching and learning resources.
- Development of the Oasis Enhanced Provision.
- Staff training, including ELSA training.

Transition Arrangements

The school works closely with partner schools and external agencies to support successful transitions for pupils with SEND.

Transition arrangements include:

- Nursery to Reception transition visits.
- Secondary transition meetings and visits.
- Sharing of pupil passports and provision maps.
- Additional visits for vulnerable pupils.
- Transition mornings and classroom visits.
- Transition booklets and staff photographs.

Enhanced transition arrangements have also included Forest School sessions and additional support for pupils experiencing anxiety.

Appropriate SATs access arrangements were provided for eligible Year 6 pupils.

Ongoing Development

The school remains committed to continuous improvement of SEND provision through ongoing evaluation and the School Development Plan.

Areas for development are identified through monitoring, stakeholder feedback, and evaluation of outcomes for pupils with SEND.

Complaints Procedure

Any concerns or complaints regarding SEND provision should be addressed in accordance with the school's Complaints Policy.

Statutory Information

This report has been written in accordance with:

- The Disability Discrimination Act 1995
- The Equality Act 2010
- The Children and Families Act 2014
- The SEND Code of Practice 2015

The SEND Policy, Accessibility Plan, School Offer, and related documentation are available via the school website.

Ratification and Review

This report was shared, challenged, and ratified by the Governing Body in July 2025.

Next Review Date: January 2026