

St. Joseph's RC Primary School

Special Educational Needs and Disability Information Report

At St. Joseph's School, our mission statement declares: 'We aim to grow and learn together within a loving and caring environment which reflects the Gospel values. We encourage all our children to reach their full potential in all aspects of their education.' This mission is at the heart of our school's SEND policy.

Our aim is to ensure that every child with SEND achieves the best possible outcomes through early identification, high-quality teaching, and targeted support. We work collaboratively with pupils, parents, and external professionals to remove barriers to learning and participation.

Please read this in conjunction with the wider Local Authority offer - Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. <https://localoffer.southwark.gov.uk/>

Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) and has been written with reference to the following guidance and documents:

- *The Special Educational Needs and Disability Regulations 2014*, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report
- *Part 3 of the Children and Families Act 2014*, which sets out schools' responsibilities for pupils with SEND and disabilities
- *Equality Act 2010: Advice for Schools* DfE Feb 2013

Identification of SEND

Children are identified as having SEND when they require support that is additional to or different from the universal provision available to all pupils. We identify needs in four broad areas, as set out in the Send Code of Practice (2014):

Communication and Interaction

Some children may find it hard to communicate with others or to understand what is being said to them. They might struggle to use language to express themselves or to follow conversations and instructions.

This can include:

- Speech, language and communication needs (SLCN)
- Autism spectrum condition (ASC)

Support in school might include:

- Speech and language therapy programmes
- Visual supports such as pictures or symbols
- Small group work to develop social communication skills
- Clear routines and consistent adult support

Cognition and Learning

Some children learn at a slower pace than others or need extra help to understand new ideas. They might find reading, writing, or maths particularly difficult.

This can include:

- Moderate learning difficulties (MLD)
- Severe or profound learning difficulties (SLD, PMLD)
- Specific learning difficulties (SpLD) such as dyslexia, dyscalculia, or dyspraxia

Support in school might include:

- Extra adult support in class or small group sessions
- Targeted intervention programmes for literacy and numeracy
- Using practical resources and visual aids to support learning
- Adapting lessons to suit different learning styles

Social, Emotional and Mental Health (SEMH)

Some children may find it difficult to manage their emotions, behaviour, or relationships. They might feel anxious, upset, or struggle to focus in class.

This can include:

- Anxiety or low mood
- Attention Deficit Hyperactivity Disorder (ADHD)

- Attachment or emotional regulation difficulties

Support in school might include:

- Emotional support from a trusted adult or learning mentor
- Small group sessions to develop social and emotional skills
- Clear routines and behaviour support
- Work with external agencies such as counselling or educational psychology

Sensory and/or Physical Needs

Some children have physical needs or sensory differences that make it harder to access learning or move around school.

This can include:

- Visual or hearing impairments
- Physical disabilities
- Sensory processing difficulties

Support in school might include:

- Specialist equipment or adapted resources
- Support from occupational therapists or physiotherapists
- Adjustments to the classroom or school environment
- Help with movement, dressing, or accessing learning activities

Identification of SEND may arise from teacher observations, assessment data, parental concerns, or advice from external professionals. When concerns are raised, the class teacher and SENDCO work together to gather evidence, observe the child, and plan next steps.

At St. Joseph's, we believe it is vital that pupils with SEND are identified as early as possible. Every member of staff in this school is responsible for identifying pupils with SEND and we ensure all staff have the necessary observational skills to do this. We will inform parents at the earliest opportunity of any progress concerns and discuss and agree the appropriate provision to be made for their child.

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 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, emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND, but will continue to be tracked and monitored.

Assessing and reviewing pupils' progress towards outcomes

Once pupils have been identified as having SEND and this has been discussed with parents/carers, the school will intervene by placing them on SEND support as advocated by the SEND Code of Practice.

The class or subject teacher will work with the SENDCO 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, if relevant

The assessment will be reviewed half-termly, in consultation with the class teacher, wider class team including support staff, external professionals (if relevant), the child and the parents.

A **Provision Map** will set individual targets that closely match the pupil's needs, which will be reviewed half-termly.

Nursery & Reception - Early Years SEND support can be triggered through concern that despite providing opportunities or using alternative approaches to learning pupils:

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- Make little or no progress
- Work at levels significantly below others of a similar age
- Show persistent emotional / behavioural difficulties
- Have sensory or physical problems which hinder progress
- Experience communication or interaction difficulties, which require individual specific intervention in order to achieve access to learning.

The SENDCO will:

- Consult with parents and seek consent
- Place the child on SEND support
- Advise and support the class teacher
- Ensure an appropriate provision map is in place
- Ensure relevant background information is in place

On review of the Provision Map, advice and support will be sought from external agencies only if the child has shown no or limited progress.

Years 1-6 - SEND support intervention can be triggered through concern that despite receiving quality-first teaching, pupils: -

- Are working at National Curriculum levels well below that expected of a child of a similar age
- Make little or no progress
- Show difficulty developing literacy or numeracy skills
- Present persistent emotional and behavioural difficulties

- Have sensory or physical problems, which continue despite the use of specialist equipment
- Have communication and / or interaction problems, which continue despite curriculum adaptations.

The SENDCO will consider an appropriate approach such as:

- Consult with parents and seek consent
- Place the child on SEND support
- Advise and support the class teacher
- Deploy support staff in supporting specific targets
- Review and provide staff development or training where appropriate
- Devising interventions and monitoring their effectiveness
- Consulting with dedicated SEND Consultant at Southwark for advice.

SEND Support Process

Once a need has been identified, we follow the graduated approach of Assess, Plan, Do, Review (APDR):

- Assess - gathering information to understand the child's needs.
- Plan - setting specific, measurable targets and agreeing strategies with parents and pupils.
- Do - implementing interventions or adjustments.
- Review - evaluating progress and adapting support accordingly.

If a child requires further support, external agencies such as the Educational Psychologist or Speech and Language Therapist may become involved.

A **Statutory Assessment** can be requested by the school/parents if they feel a child is no longer able to make progress in class despite all the interventions put in place for him/her. This request will help to decide whether an Education, Health and Care Plan is needed. Having an EHC Plan means the child needs a very significant amount of individualised support than cannot be provided from the budget available to the school.

Once the LA receives the assessment request (and information submitted by the school, i.e. CAF) they will decide whether they think the child's needs are complex enough to need a statutory assessment. For more information, see <https://localoffer.southwark.gov.uk/education-health-and-care-plan/>

Adaptations to the curriculum and learning environment

Adaptations to ensure all pupils' needs are met include, but are not limited to:

- Adjustments made to our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Making adjustments to our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Planning and delivering targeted interventions with external professionals e.g.
 - Speech and Language Therapist
 - Cherry Garden Outreach Team
 - Southwark Autism Support Team
 - Early Help

- Children and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- Southwark Hearing Support Services
- Educational Psychologist
- Appropriate access measures will be put in place to support children with SEND.

SENDCO

The designated Special Educational Needs and Disability Co-ordinator (SENDCO) is Ms Ali Jones, who can be reached through the details below;

St. Joseph's School Office Telephone: 020

7237 4267 Email: [send@stjosephs-](mailto:send@stjosephs-georgerow.southwark.sch.uk)

[georgerow.southwark.sch.uk](mailto:send@stjosephs-georgerow.southwark.sch.uk)

The SENDCO will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head of School and SENDCO to determine the strategic development of the SEND policy and provision in the school

Head of School

The Head of School will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring parents are regularly informed about the provision being made for their child and are able to contribute to discussions about progress and provision
- Ensuring they follow the SEND policy

Transition Support

At St. Joseph's we recognise the importance of ensuring that transitions between year groups, Key Stages and settings, such as Secondary Schools, are supported appropriately so that the children and parents are prepared for the next step of their learning journey. Support includes: teacher handover meetings; parent meetings with new staff; SENDCO liaison with receiving schools (including Secondary SEND Teams).

Nursery Visits

If your child attends a different nursery to ours, where necessary, our nursery class teachers visit your child's nursery to observe them in a familiar environment and to introduce themselves.

Nursery Welcome Meeting

Our nursery and senior management team host a 'Nursery Welcome Meeting' in the summer term for parents/carers to meet the teachers and find out more about the nursery routines, curriculum, mealtimes, settling-in timetable and uniform. During this meeting we share our Nursery ethos and ways in which parents can encourage their children to become independent with all routines such as dressing, toileting, eating, etc.

Interactions within the Foundation Stage (Nursery → Reception)

Our nursery children visit the Reception classes regularly throughout the academic year to share their learning and become familiar with the Reception teachers. The nursery children also become familiar with the wider school environment when they visit it for PE, computing, and music sessions as well as for lunch times.

Reception Welcome Meeting

Our Reception team and senior management team host a 'Reception Welcome Meeting' in the summer term for parents/carers to meet the teachers and find out more about the school routines, the curriculum, the school timetable, mealtimes, uniform and expectations.

Reception Review Meeting

Our Reception team also host a 'Reception Review Meeting' in the autumn term for parents/carers to find out more about the Foundation Stage Curriculum, how to support their child's learning and they are given an opportunity to visit their child's classroom. Settling in reports are sent to parents detailing how their

children have settled into 'big school' and the targets they can work on with their children throughout the academic year. Parents are also given the opportunity to make an individual optional appointment to speak with their child's class teacher to discuss the above in further detail.

School Tours: Prospective Parents

Parents of prospective children, whether beginning in nursery, reception or any other year group, are encouraged to book a tour of the school. This gives them the opportunity to visit our classrooms, observe the children in their learning environment and meet our Headteacher to discuss our school ethos.

Whether your child begins in nursery, reception or any other year group, all reports from previous schools/settings are requested and reviewed by the Headteacher, SENDCO and class teacher (for continuity purposes) so we can begin to get to know your child and review their likes, dislikes, needs and interests.

Admissions

Students with SEND are allocated places in two separate & distinct ways:

Those pupils with statements or EHCPs have a separate admissions procedure overseen by Southwark's SEN team. Applications for children with special needs or with a disability will be treated fairly.

Those pupils who have SEND but do not have a statement or EHC plan are admitted via the normal school admissions criteria. Detailed information and guidance of how to apply for a place at St Joseph's RC Primary School can be found on the following link:

<http://stjosephsgeorgerow.org/admissions/>

Any Special Needs that are identified on admission are discussed with parents allowing the school to provide support to and put into place support mechanisms to cater for the child's Special Educational Needs or Disabilities.

We strongly encourage all children to participate in educational visits and school journeys - these are an important part of children's learning. School trips are all risk assessed and we ensure there are appropriate measures taken to ensure all children's safety and well-being when off-site. If parents have any concerns about their child attending any school visits they should speak to their child's teacher.

We ensure that all children in our care have access to the same opportunities to take part and expand their experiences. These steps include;

- All of 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 residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops
- No pupil is ever excluded from taking part in these activities because of their SEND or disability
- Specific information for children with a disability can be found in our school's Accessibility Plan
 - <http://st.josephsgeorgerow.org/school-policies/>

Accessibility

St. Joseph's School is a two storey, purpose-built one and a half form entry school. We have wide corridors inside the building, lift access to all floors and a ramp situated on the top floor. We also have external ramps to the front and rear of the school. We are fully wheel-chair accessible, we have a toilet for people with disabilities and we ensure that equipment and adaptations are put in place to support the needs of children with disabilities. The school has interactive whiteboards in every classroom and there is access to laptops, word processors and iPads for the children. Our classrooms are communication friendly and have a Sensory room for children who are either over- or under-stimulated or who benefit from sensory experiences as part of their learning.

Support for improving emotional and social development

At St. Joseph's Primary School our mission statement expresses our aim to provide a "loving and caring environment for all pupils... reflect the gospel values." Therefore, the emotional and social development of our pupils is key in helping them to understand how to recognise, manage and express their emotions both within the school environment and beyond.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the School Council
- Pupils with SEND are encouraged to be Prayer Heroes
- Pupils with SEND encouraged to become prefects in Year 6
- Pupils with SEND are also encouraged to be part of a variety of clubs to promote teamwork/building friendships
- Recognising and developing the whole school approach to emotional management through the "Zones of Regulation"
- High quality teaching of the RE and RHE curriculum areas
- A zero-tolerance approach to bullying

School Procedures for Dealing with Bullying

Bullying is unwanted, aggressive behaviour among school aged children, including those with SEND, which involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

Firstly, we work hard to educate our children about the correct way to treat each other and to follow the Gospel values.

Secondly, as a staff body we:

- Exercise vigilance
- Get to know our children quickly
- Promote positive pupil relationships within classes and

across the school Thirdly, as a school we adopt a zero tolerance approach on all anti-social behaviour.

If a bullying incident takes place in school and it is witnessed or reported, the following will happen:

- A member of the SLT will be notified
- All children involved will be spoken to and the matter fully investigated - this can take time if children try to lie, withhold details or misrepresent the truth
- All relevant adults will be informed (parents and class teachers)
- Appropriate sanctions will be implemented (*in line with the school's behaviour policy*).
- School records will be updated, including the school bullying record. The local authority will be informed in very serious cases of bullying via the 'SENTINEL' system held by the London Borough of Southwark.
- Management strategies will be implemented to prevent recurrence and to assist the children in moving forward...
 - Discussions with the SLT to:
 - ensure the children understand what was wrong, why and what the right way to behave/interact with others is
 - reassure the children of how the situation was reported and dealt with
 - know what to say when other friends ask what happened
 - decide what to do to put things right - treat others well, forgive and work together to begin to re-build positive relationships
- The pupils concerned will be monitored

If a bullying incident takes place outside school and it is witnessed or reported, the following will happen:

- A member of the SLT will be notified
- The child/children involved will be spoken to and the full details obtained
- Parents will be contacted and informed
- If another school or agency is involved, they will need to be informed. It will be agreed who is best placed to do this, e.g. school or parent. Other agencies may involve clubs (after school, sports or drama), churches and youth centres.
- The appropriate management of the situation will be discussed with all parties to safeguard the individual(s) concerned, e.g. removal of victim from clubs, barring of bully from clubs, continued monitoring, etc.

For more information on our approach to bullying please view our Anti-Bullying policy by clicking on the following link: <http://stjosephsgeorgerow.org/school-policies/>

Safeguarding

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; musical instrument tuition, for example, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

Travel to and from school

Children at St. Joseph's School in Years Five and Six may travel to school and leave school unaccompanied if they have their parents or carers permission. The Head of School/Assistant Headteacher must be informed before children may travel unaccompanied, through filling in the appropriate permission slip. Where possible Year Five/Six children will be encouraged to travel in pairs when crossing roads and travelling on buses.

In line with appropriate health and safety guidance, it is not considered acceptable for children in years three and four to travel to school/home unaccompanied. Year 6 pupils may collect and accompany other pupils home from Year 4 (or below) only with their parents/carers permission and in consultation with the headteacher. Parents must provide permission and notify us of this using the appropriate form. Although

Year 5 children with permission may travel to and from school unaccompanied, they should not take responsibility for other children.

Pupils in Key Stage One should be collected by parents, or carers. Brothers or sisters of secondary school age may collect siblings in KS1 after notifying the Headteacher/Assistant Headteacher.

Nursery children must be brought to school and collected by a parent, or carer.

Children are not permitted to arrive in school until 8.40.am when the playground is supervised, unless attending the school's breakfast club. Children must be collected at 3.30.pm. unless attending After School Club, or an extra-curricular club. Children in Year 5/6 who are sent home due to illness must be accompanied by a responsible adult.

Travelling to school by bicycle

The pupils attending St. Joseph's School can bring their bicycles to school and leave them in the allocated area in the school premises.

Complaints

Parents are always informed of any decision that is made with regard to a child's SEND and SEND provision. Those who have a grievance or complaint about the nature or amount of special needs provision that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue. This should be in line with the school's Complaint Policy which can be found at the following link <http://stjosephsgeorgerow.org/school-policies/>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Further help, information and support

Any parents with further questions or concerns can approach their child's class teacher, Ali Jones (Assistant Headteacher, SEND & Inclusion) or Mandy Nicolaou

(Head of School). The school website is also regularly updated and is an important source of information for parents/carers. It also has links to other helpful sites - make sure you regularly check in for updates!

There are local drop-in services for parents/carers for children with SEND (e.g. the drop-in service at Sunshine House Child Development Centre on Friday mornings).

Sunshine House can be found at: 27 Peckham Road, London SE5 8UH.

There are a number of local and national services designed to support parents and carers on many SEND areas. Some popular services are listed below:

Southwark Information, Advice and Support Team (formerly called parent partnership service) has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.

<http://www.southwarkparentpartnership.co.uk/>

Contact a family Southwark supports families living in Southwark who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including Grapevine, which a free newsletter and is available from their website.

<http://www.cafamily.org.uk/southwark>

The family information service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with: Registered childcare, including children's centres, child minders, nurseries, pre-schools, breakfast clubs, after school clubs and holiday play schemes.

<https://www.southwark.gov.uk/schools-and-education/family-information-service>

The information directory is for parents, young people and practitioners to look up services for children, young people and families, including parenting support, health care, money matters, law, support groups and activities

<http://cypdirectory.southwark.gov.uk/>

Monitoring arrangements

This information report will be reviewed by the Headteacher every 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*.

