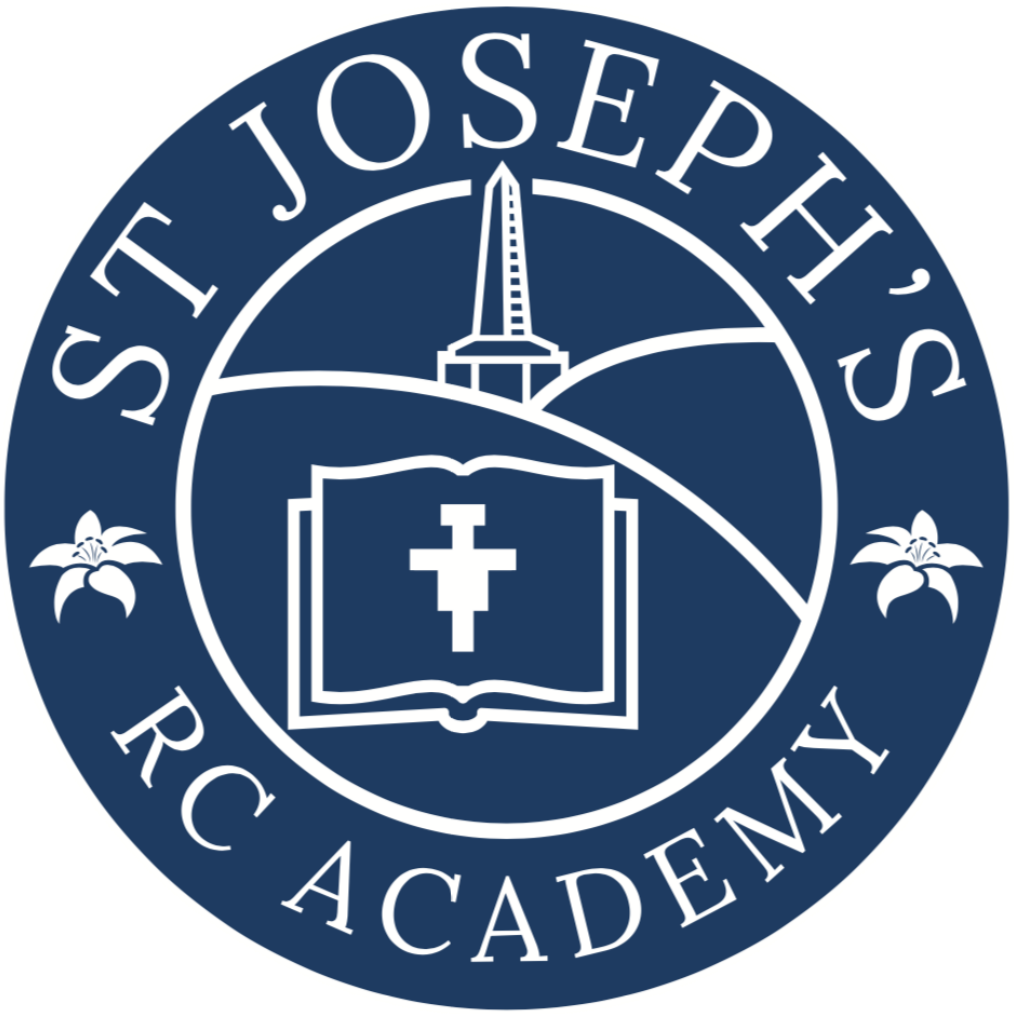
St. Joseph's R.C. Primary Academy
Annual SEN Information Report



July 2025

St. Joseph's R.C. Primary School's Annual SEND Information Report November 2026

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Age range	3 - 11

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
The information published below will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The following details St. Joseph's R.C. Primary School Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer Calderdale's Local Offer Website which details the provision available in all Calderdale schools and academies.

Policy for Identification and Assessment of Pupils with SEN	SEND Policy	
	The following teaching and learning approaches are available to children with SEND:	**The following teaching and learning approaches are available to all:**
What kind of special educational needs are catered for at St. Joseph's R.C. Primary Academy?	**There are four broad areas of special educational needs and these are outlined in the following (Taken from SEN code of practice 2014)** **Communication and interaction** 6.25 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may	• Children with speech, language or communication difficulties may be identified by staff and then discussed with the SENCO. A referral may then be made to our in-house Speech and Language Therapy service – LINGO speech. This will assess if the child requires specialist help. • If they do not, there may still be a targeted intervention for children to improve and overcome any issues that staff have identified. This does not mean that the children will be placed on the SEND register. • All teachers are teachers of SEND in the first instance. All children will receive

	have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. 6.26 Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others. **Cognition and learning** 6.27 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. 6.28 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. **Social, emotional and mental health difficulties** 6.29 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	quality first teaching by qualified teachers. All children will have access to this teaching and where additional help may be required, support staff are available in each classroom to help facilitate this. • Where the barriers to a child's learning require more targeted help, the child may be placed on the SEND register, and this may only be for short periods of time to address the identified need. Where further professional advice is required, this will be discussed with the SENCO. • All staff are trained to help all children manage their emotional wellbeing. This is a priority at St Joseph's. Support is available in all classrooms in school for children who may experience short or longer term SEMH difficulties. Where additional help or advice is needed, the SENCO will refer to outside agencies as deemed necessary and appropriate. • We use Zones of Regulation at St Joseph's, and this teaches children how to recognise and manage their own emotional state. Where they struggle to manage this, we have calming sensory spaces and trained staff to help regulation. • We have access to outside professional help from Calderdale's Specialist Inclusion Team, which is a referral service, and they can advise us and come in to work directly with children who may be struggling with their SEMH needs.

	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. 6.30 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils.	
What is the school's policy for identifying and assessing the needs of children and young people with SEN?	Children's needs should be identified and met as early as possible through: • the analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data • Classroom-based assessment and monitoring arrangements. (Cycle of Assess, plan, do and review.) • following up parental concerns • tracking individual children's progress over time, • liaison with feeder and our own nurseries on transfer • information from previous schools • information from other services • Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO. • Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language. • Involving an external agency where it is suspected that a special educational need is significant.	• All children in school undertake assessments, both summative and formative assessments. As a minimum these are termly. These are used to inform staff and parents of the progress and attainment of their children. • We use a system called the Graduated Approach. This monitors progress and attainment of all children and highlights any children who may not be making sufficient progress, where this happens the staff will put in place additional support to address this in a timely manner. • If the children do not begin to make sufficient progress to narrow the gap between them and their peers, they will be placed on the SEND register and a bespoke plan will be created for them. This is called the Assess, Plan, DO, Review plan. Staff will work with children towards these targets with the aim of removing the children from the register. We will lease with external agencies where needed and this may also be to apply for an EHCP for children, who school feel need addition specialist help and funding to help support those children and their learning at school. • All children in school access high quality phonics teaching and this can support language acquisition for all learners, including those with EAL.

		• Children with EAL are not necessarily children with SEND. Once they have a grasp of English, then we can ascertain their learning needs.
What are the arrangements for consulting parents of children with SEN and how are they involved in their child's education?	The school aims to work in partnership with parents and carers. We do so by: • working effectively with all other agencies supporting children and their parents. • giving parents and carers opportunities to play an active and valued role in their child's education • making parents and carers feel welcome. • encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing. • instilling confidence that the school will listen and act appropriately. • focusing on the child's strengths as well as areas of additional need. • allowing parents and carers opportunities to discuss ways in which they and the school can help their child. • agreeing targets for all pupils, particularly those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets. • keeping parents and carers informed and giving support during assessment and any related decision-making process. • making parents and carers aware of the Parent Partnership services. • providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.	• We are a family school and as such we openly communicate with parents and carers. All stakeholders in a child's education can feel that they have a voice and that it will be heard. • If a child has SEND, parents should expect regular discussions about their child's progress towards their personal targets. They will be asked to contribute towards these by giving support at home. The child will, where appropriate, also be asked to contribute towards setting targets. • If the child has an EHCP, then this will be reviewed annually with the SENCO and possibly with representatives from Calderdale or other outside professionals depending on the individual child. • If language is a barrier, school will do all we can to bridge that gap, possibly using tools such a Google translate to help. Parents are welcome to bring someone along to help with this too.
What are the arrangements for consulting children and young people with SEN and how	We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress using layered targets. We	• Staff at St Joseph's listen carefully and intently to all the children in school. We have a school council to gather pupil views about school life. • Children have access to a worry box, where they can post their worries. This is

are they involved in their education?	endeavour to fully involve all pupils by encouraging them to: • state their views about their education and learning • identify their own needs and learn about learning • share in individual target setting across the curriculum **so that they know what their targets are and why they have them,** • self-review their progress and set new targets • (for some pupils with special educational needs) monitor their success at achieving the targets on their Assess, Plan, Do, Review plan.	picked up by our pastoral staff, who can then do further work to address the worries. • We carry out a regular self-esteem and wellbeing checks with all children in school. This helps staff to become aware of any wellbeing or self-esteem issues that may be arising. This can then be dealt with through targeted class, group or individual work to help address these issues.
What are the arrangements for assessing children's and young person's progress towards their outcomes?	The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways: • Classroom observation by the SENCO and or senior leaders. • ongoing assessment of progress made by intervention groups • Work sampling on a termly basis. • Scrutiny of planning. • teacher interviews with the SENCO • Informal feedback from all staff. • pupil interviews when setting new ASSESS PLAN DO REVIEW targets or reviewing existing targets • pupil progress tracking using assessment data (whole-school processes) • Monitoring ASSESS PLAN DO REVIEWs and ASSESS PLAN DO REVIEW targets, evaluating the impact of ASSESS PLAN DO REVIEWs on pupils' progress. • Attendance records and liaison with EWO. • regular meetings about pupils' progress between the SENCO and the head teacher • head teacher's report to parents and governors	• All children in school undertake assessments, both summative and formative assessments. As a minimum these are termly. These are used to inform staff and parents of the progress and attainment of their children. • We use a variety of tools to assess children's understanding in phonics, reading, writing and mathematics. Where assessments highlight a child that may not be attaining in line with their peers, staff would put in place the support needed to help them. • Where a child is gifted or talented in a subject, we would celebrate and encourage this. We will put in further teaching to help them further and develop this gift or talent.
How are the parents of children	The school aims to work in partnership with parents and carers. We do so by:	

and young people involved in the assessment and review of the progress they make towards their outcomes?	• working effectively with all other agencies supporting children and their parents • giving parents and carers opportunities to play an active and valued role in their child's education • making parents and carers feel welcome • encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing • instilling confidence that the school will listen and act appropriately • focusing on the child's strengths as well as areas of additional need • allowing parents and carers opportunities to discuss ways in which they and the school can help their child • agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets • keeping parents and carers informed and giving support during assessment and any related decision-making process • making parents and carers aware of the Parent Partnership services. • providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language. We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to: • state their views about their education and learning • identify their own needs and learn about learning • share in individual target setting across the curriculum **so that they know what their targets are and why they have them,** • self-review their progress and set new targets • (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.	
How does St. Joseph's R.C. Primary Academy support children in the transition into school and moving to secondary school?	**<u>Effective Transition</u>** • We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator. • A transition timeline will be produced, with specific responsibilities identified. • Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation	• When children come into St Joseph's to join our nursery setting or Reception class, the staff will carry out a home visit r invite parents in to meet the staff and see the school. They will help address any questions parents and carers may have and also set out what our expectations are as a school. • If children join our school at any point between nursery and year 6, we advise parents to come along with their children and have a tour of the school, see children learning and to meet their child's potential class teacher. • In year 6 children will take part in transition to secondary school activities as outlined by the secondary school. This usually takes place from June onwards each year.

	visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits. • Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. • Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise	
What is St. Joseph's R.C. Primary School's approach to teaching children with SEN?	**<u>Inclusion Statement</u>** • We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. • Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum. • Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others. • English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. • We focus on individual progress as the main indicator of success. • We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs. • Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly	• All children at St Joseph's RC Primary Academy receive a broad curriculum, rooted in an appreciation of and engagement in the world around us. • We are uncompromising in our pursuit of excellence and strive for the highest levels of achievement and progress for all. • We cultivate and promote holistic growth in our children. • We inspire our pupils to be inquisitive and resilient, display a thirst for knowledge and a love of learning that challenges them. • Our vision for EYFS is for a highly stimulating environment, which provides rich, varied and imaginative experiences, where teaching is highly responsive to children's needs. • We want our pupils to be surrounded by natural materials and resources, in an interesting and ever-changing outdoor and indoor area, to help develop their curiosity, to ensure they ask questions and talk about things they have discovered.

	and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs, and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.	
How does St. Joseph's R.C. Primary Academy adapt the curriculum and the learning environment to cater for children with SEN?	The aims of our inclusion policy and practice in this school are: • To provide curriculum access for all • To secure high levels of achievement for all • To meet individual needs through a wide range of provision • To attain high levels of satisfaction and participation from pupils, parent and carers • To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes. • To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development. • To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners. • We use our Larch Inclusion Base to deliver timetabled, high quality and evidence informed interventions to meet the need of the children with SEND and to help remove the barrier to their learning.	
How does St. Joseph's R.C. Primary Academy train staff to support children with SEN including how St Joseph's R.C. school utilises and secures the available expertise?	• In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment. • The SENCO will regularly attend local network meetings. • All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and	• All staff at St Joseph's receive regular training to keep your children safe. • All teachers are qualified to teach primary children. • All staff have been trained to meet the social, emotional and mental health needs of all children in school through extensive use of the Zones of Regulation. • We have staff who are specialists in areas such as pastoral care, speech and language development, ASD strategies, early years, talk for writing, coding, art, music, drama, computing, sports and PE and all our teachers regularly keep up to

	annual schedule of continuous professional development. Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.	date on the latest teaching and learning methods for all areas f the curriculum.
How does St. Joseph's R.C. Primary Academy evaluate the effectiveness of the provision made for children with SEN?	**<u>Management of Inclusion within our school</u>** The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care. **All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.	
Contact details of support services for parents of pupils with SEN	**IAS -** The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care. Contact details: Contact: 01422 266141 **Unique ways** – Meeting other parents with a disabled child can be a huge source of support for families. Many families find it helpful to meet or chat with other families who are in a similar situation to them. Contact 01422 343090 **Independent Support –** both the above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These will provide advice and support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes. Independent Supporters will help to build resilience in families by offering a range of time-limited support such as liaison across different agencies and advice on personal budgets.	

	The level and nature of that support will be tailored to the particular needs of individual families. **For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer:** **Calderdale's Local Offer Website**	
How can parents of children with SEND make a complaint about their child's education?	Following the complaints procedure, please speak you the child's class teacher. A meeting can be made with the SENDCo or the head teacher on request via the school office.	If a parent of any child wishes to make a complaint or express that they are unhappy with some aspect of school, then please follow the complaints procedure. Speak to your child's class teacher in the first instance. Speak to the deputy or head teacher if you feel that it is an issue beyond the classroom. We will always listen to your views respectfully and in turn, would expect that same level of respect from you. We will always do our best to address these and we hope that you can trust us to always have the best interests of the children at St Joseph's at the heart of every decision we make.

Thank you for taking the time to find out about St. Joseph's R.C. Primary Academy, please do not hesitate to contact us for any further details.

Visit our school web site at http://www.st-josephs-tod.org.uk/