



*In the Light of Jesus
we Learn to Shine*

SEND Information Report



*St. Alban
Catholic Schools'
Partnership*

St Joseph's Catholic Primary School September 2025

The Government has published a range of provisions to improve the quality and scope of support available to children and young people with special educational needs, as well as their parents.

Included in these provisions is:

A requirement for local authorities to publish a "Local Offer" of services to disabled children and young people and those with Special Educational Needs (SEN).

A requirement for individual schools to publish a SEND Information Report to outline provision for children and young people with Special Educational Needs and/or Disabilities.

You can access this information via the following links:

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page>.

At St Joseph's Catholic Primary School, we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies, which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENDCo, specialist teaching staff both within the school and external professionals such as Educational Psychologists, Speech and Language therapists, occupational therapists and child and adolescent mental health services (CAMHS) to ensure that the school can meet a broad range of Special Educational Needs.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

The school welcomes the opportunity to resolve all concerns through discussion of the issues at the widest level. Should parents be concerned about any aspect of their child's Special Educational Need and/or Disability they should contact the class teacher or the SENDCo, in the first instance and then the Headteacher. The formal complaints procedure is to put any complaint in writing to the Governing Body.

1. How does the school identify and organise support for children with Special Educational Needs?

The school is committed to early identification of Special Educational Needs and adopts a graduated response to meeting Special Educational and/or Disability needs in line with the SEN and Disability Code of Practice January 2015.

We recognise that children with Special Educational Needs and/or Disabilities may be identified by parents, teachers, support staff, outside agencies or any person involved with the child.

Please refer to the School's SEND Policy for more specific information. This is available on the School website.

2. Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?

Parents / carers who are concerned about the well-being or progress of their child should contact the child's class teacher in the first instance, who will liaise with the appropriate staff within the school. If the teacher feels that a child has a specific difficulty and requires additional support they will liaise with the SENDCo.

Information on the School's policies and procedures, and communications with parents can be found on the School website.

Parents/Carers can contact the school via telephone/ letter/email, and can make an appointment to see relevant staff.

Scheduled meetings with parents across the academic year include:

- Parent consultation meetings
- Transition meetings where appropriate
- Annual Review meetings

3. How will parents/carers be informed about a child/young person's progress within the school and how will his/her progress be measured?

At Joseph's Catholic Primary School, we assess each pupil's current skills and levels of attainment on entry, and through regular assessments of progress. Each pupil's progress is measured and monitored through comparing assessments in each subject against targets set on entry to the School and at the beginning of each academic year.

In addition, pupils with an identified Special Educational Need and/or a Disability may have Personalised learning targets and will have their provision mapped across the curriculum, which outlines the support that has been put in place in order to support the pupil in making good progress and securing good outcomes.

Progress will be measured through:

- Regular Assessments
- Target setting with associated outcomes
- Personalised Learning Support Plans

Parents will be informed about progress through:

- End of Year reports
- Parent consultation meetings
- Telephone calls/emails/parental meeting in school

4. What support will parents/carers receive if their child/young person has been identified as having Special Educational Needs?

Partnership with parents / carers plays a key role in enabling children with SEN and/or Disabilities to achieve their potential. The school recognises that parents / carers hold key information and have knowledge and experience to contribute to a shared view of the child's needs and the best ways of supporting them.

All parents / carers of children with Special Educational Needs and/or Disabilities will be able to access support through:

- Initial meetings with relevant staff and regular opportunities to discuss progress, concerns and developments, and be involved in setting targets and agreeing outcomes
- Liaison with professionals
- Support from Family Workers / pastoral support
- Parents / carers may be signposted to relevant external agencies and support groups such as The Parent Partnership.

5. What support is offered to ensure the well-being of children/young people with Special Educational Needs and Disabilities?

In line with our Catholic ethos, we are an inclusive school and strive to ensure the well-being of all our children/young people regardless of their needs. We believe that all children/young people have the right to an education that develops their God-given potential and helps them to build their skills, knowledge and understanding along with their sense of self-worth.

Well-being is supported through the following:

- Each teacher has a knowledge and understanding of children/young people in their care
- Medical needs are addressed as required in accordance with the Statutory Guidance on supporting pupils in Schools with medical conditions, and medicines are administered in line with the School's Administration of Medicine Policy.

- Some children may have an Education, Health and Care Plan.
- Family Workers support children/young people and their families
- Signposting to external agencies to support the wellbeing of the child.
- In-school interventions, which may include:
 - Nurture groups
 - Timetables may be adapted to meet individual needs
 - In class support
 - 1:1 or small group work to address the targets in the child's personalised learning support plan
 - Social skills groups
 - Lunch time support
 - Behaviour support strategies
 - Small English and Maths Groups

Please refer to school policies for further information.

6. How will teaching be adapted to support the child/young person with Special Educational Needs and/or Disabilities?

All teachers are teachers of pupils with Special Educational Needs and/or Disabilities. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.

Differentiation may take the form of adapted resources, differentiated tasks and / or a modified curriculum. High quality and accurate formative assessment are used using effective tools and appropriate assessment materials.

The School's SENDCo and external agencies may provide advice and resources to support teachers in delivering high quality teaching that is differentiated and personalised to meet individual needs.

Quality of teaching and progress made by pupils is a core element of the school's appraisal arrangements.

7. What different types of support can the child/young person receive in school?

All teachers have appropriate qualifications and are teachers of pupils with Special Educational Needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.

All teachers and support staff receive regular and appropriate training to ensure they are kept up to date with, and informed of new developments and research. Individual staff may receive

specific training to meet the needs of a particular child. Support takes the form of a four-part cycle – Assess, Plan, Do, Review which is known as a **graduated approach**.

Support for children may vary according to their individual learning or medical needs, and could include:

- Participation in intervention groups such as dexterity, speaking and listening, social skills, specific reading and maths programmes
- Timetables may be adapted to meet individual needs
- In-class support
- 1:1 or small group work to address the targets outlined in a child's Education Health Care Plan (EHC)/personalised learning support plan (PLSP).

8. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

Additional support is available to enable all children to access and enjoy unstructured times, such as lunchtimes and playtimes.

Specific arrangements may be made for particular children to meet their individual needs during unstructured times in the school day (e.g. lunchtime clubs).

Risk assessments for individual pupils and for particular activities are completed in conjunction with the SENDCo where relevant and necessary. Support is provided on school trips and visits as required.

The school complies with the Disability Discrimination Act (2010) and the Equality Act 2010 in making reasonable adjustments for pupils with SEND.

Parents are consulted and are involved in the planning of all school trips and educational visits.

9. How does the school involve children/young people in decisions that affect them?

At St Joseph's Catholic Primary School, we believe that each individual is created in the image of God and is unique. All pupils have specific educational needs and are entitled to the best possible teaching support. Every pupil with SEN and Disabilities in this inclusive school is entitled to fulfill his/her optimum potential.

We aim to ensure that all learners express their views and are fully involved in decisions which affect their education, as much as possible, and as far as they are able.

This is achieved through discussions with parents at Parent Consultation Meetings, meetings with the pupil and participation in Annual Review meetings, as appropriate.

A family worker is available to work with families and individual pupils to ensure that they fully understand and are supported in making decisions that affect their child's education.

10. How are the school's resources allocated to support children/young people with SEND?

The school allocates resources in accordance with the Local Authority Budget and individual pupil's Education Health Care Plans.

A proportion of the school's delegated budget is available to pupils with identified Special Educational Needs and / or Disabilities. This budget is allocated to staffing, physical and educational resources, and staff training.

SEND support across the school is mapped, reviewed and evaluated on an on-going basis by the Headteacher, Deputy Head and SENDCo and is allocated according to individual needs and advice from external professionals. The SENDCo provides a written report evaluating the effectiveness of the SEND provision to the Governing Body at least annually and meets with the SEND Link Governor.

11. What services external to the school can provide support to children with SEN and/or Disabilities?

As a school we draw upon the expertise of a wide range of external professionals to support pupils with SEND. School Liaison Meetings (SLM) are held termly. The expertise of external professionals is used in school to provide observations, reports, advice for teachers and parents, and to attend professional meetings.

The external agencies include:

- Local Authority Special Educational Needs Service (SENS)
- Educational Psychology Service (EPS)
- Autism Team
- Child and Adolescent Mental Health Service (CAMH)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- The Hearing-Impaired Team (HI)
- The Visually Impaired Team (VI)
- The Edwin Lobo Child Development Centre (ELC)
- Outreach Team from Lady Zia Wernher and Richmond Hill
- School and Community Nursing Service
- Social Services
- The Virtual School for Looked After Children (LAC)
- Young carers
- Any other relevant professionals

The school will seek advice from a range of other specialist agencies as needed. Parents are consulted before referrals are made.

12. How are staff in the school supported to work with children/young people with Special Educational Needs and/or Disabilities and what training do they have?

Teachers will encounter a wide range of pupils with Special Educational Needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN and Disability Code of Practice.

All teachers are teachers of pupils with Special Educational Needs and/or Disabilities. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.

All teachers receive regular and appropriate training in order for them to deliver high quality teaching that is differentiated and personalised to meet individual needs. This training will be a mixture of "in house" and externally sourced specialist Continual Professional Development.

As a school we draw upon the expertise of a wide range of external professionals to support pupils with SEND. They are used in school to provide observations, reports, advice for teachers and parents, and to attend professional meetings. We have close links with the Local Authority's SEND team.

Please refer to the school's SEND policy which is updated annually and published on the school website.

13. How will the school support the child/young person in moving on to another school or college or to the next key stage in their education or life?

We work very closely with other schools ,especially at times of transition .

We have an effective transition programme and established links with early years providers and high schools, which includes:

- Professional meetings to discuss individual pupil's needs
- Additional advice and support sought from external professionals
- Transfer and exchange of information, which includes assessment data
- Home visits
- Visits to nursery/play school settings
- Additional discussions with parents of pupils with particular needs
- Additional visits to the school if required.

Data Protection

In line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018, we hold pupil data and information while they attend St Joseph's Catholic Primary School. We may also keep it beyond their attendance if this is necessary in order to comply with our legal obligations. Please refer to the Privacy Notice, which is available on the school website.

In order to support children with Special Educational Needs and/or Disabilities and to ensure that they receive the most appropriate educational and pastoral support to meet their needs, we routinely share information with the Department for Education and/or local authority, Ofsted, schools that children transfer to, support staff and external professionals and other statutory bodies. We do not share information about our children with anyone without consent unless the law and our policies allow us to do so.

14. How accessible is the setting/school/college environment?

St Joseph's Catholic Primary School is not fully wheelchair accessible, however, adaptations and reasonable adjustments are made as necessary, including:

- Adaptations to timetable
- Provision of equipment and aids
- Disabled toilet and changing facilities
- Translators and EAL support (when required)

Please refer to the School's Disability, Access and Equality policy, which is available on the school website.

15. Who can parents/carers contact for further information at the early years setting/school/college?

Parents / carers who are concerned about the well-being or progress of their child should contact the child's class teacher in the first instance, who will liaise with the Year Leader/ SENDCo / Family Worker where appropriate to provide additional support / intervention.

Information on the School's policies and procedures, and communications with parents can be found on the school website.

If your child has additional needs and you are considering applying to the school, please contact Mrs Maria Ryan, SENDCo via the school office or email sen@stjosephs.primaryluton.co.uk for an initial visit and details on how to apply. Applications for pupils with an Education Health Care Plan should be made in conjunction with the Special Educational Needs Assessment Team (SENAT) at the Local Authority. The Luton Borough Council website contains information on facilities and services for all children/young people with Special Educational Needs and Disabilities across Luton, and contains a link to the Luton Local Offer www.luton.gov.uk. The website can be accessed by clicking on the following link

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page>.

Appendix A - Glossary of terms

CAMHS

Child and Adolescent Mental Health Services.

Curriculum

National Curriculum subjects making up a course of study.

Differentiation

Modification of the curriculum in some way to allow individuals or groups to access it.

EAL Support

Support for pupils/parents with English as an additional language.

Formative assessment

A range of formal and informal procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve attainment.

Graduated response

Support is planned takes the form of a four-part cycle Assess, Plan, Do, Review.

EHCP– Education, Health Care Plan

An **EHCP plan** is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

PLSP - Personalised Learning Support Plan

A tailored plan which defines a pupils special education program. It outlines targets and details the level of support and appropriate interventions that are different from or additional to the school's usual working practices.

SENAT

Special Educational Needs Assessment Team (Local Authority)

SENDCO

Special Educational Needs Co-ordinator - teacher with responsibility for SEND provision.

SEND

Special Educational Need or Disability.

SLM

School Liaison Meetings