St Joseph′s Catholic Primary School Withnell

SEN Information Report

Updated August 2024

Lancashire County Council

www.lancashire.gov.uk

St Joseph's Catholic Primary School, Withnell

SEN Information Report
10/09/2026

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The kinds of SEND we provided for.

St Joseph's is a mainstream Primary School for **children from 4-11 years.**
Inclusive practice is central to developing quality first teaching practice. The current policy context enables us to work within a supportive framework where there is an expectation that inclusion is an entitlement for all children.

The 2014 Code of Practice says that:
A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
2014 SEND Code of Practice: 0 to 25 years – Introduction xiii and xiv.

Our aim is to ensure that we provide a fully inclusive and valuable education for all pupils regardless of age, ability, gender or ethnicity.

At St Joseph's we have children with a variety of Special Educational Needs. These include:

- Moderate Learning Difficulties
- Dyslexia

- Speech and language needs
- Neurodevelopmental disorders (ADHD/Autism)
- Global Delay/Severe Learning Difficulties

At St Joseph's we have a special support assistant who is highly trained and effective at offering intervention for speech and language development and fine and gross motor development.

Our admissions policy states that;
'Children with a Statement of Special Educational Needs or Education Health Care Plan that names a school will be offered place without using the admission criteria and will count as part of the school's published admission number.'

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At St Joseph's we aim for all children to fulfil their own potential. Where we know already that there exists a specific barrier to learning then we will ensure that an appropriate plan is in place to make sure that the child has every chance of fulfilling their potential and that they can access of areas of school life and the school curriculum.

Every term, we assess the children in their core subjects. When we assess the children, we will consider sub-categories of assessment which all contribute to the child's overall level. For example, when we assess children in reading, we will consider their progress in phonics separately to their progress in reading comprehension. These sharp assessments will allow us to put appropriate support in place if we recognise that a child is working at a level that is behind aged related expectations.

The first wave of support will be led by the class teacher. This will focus upon the area of learning that needs to be addressed and support will take place within the classroom environment through adaptive teaching strategies. On occasion, the teacher may arrange for extra work to be delivered with the expectation that support over a short period of time will close the gap. Children who are receiving this level of support are identified on the subject leader's assessment tracking but they are not considered, at this stage, to be necessarily children with SEND.

If it becomes clear that a targeted intervention will not be sufficient, then we will move the child onto the SEND register. The child will then have a completed All about Me Profile and a plan will be put in place to address the identified needs. If it is felt necessary, further advice will be sought from the SEND team. The All About Me Profile will include an IEP which will be monitored termly.

If it becomes clear that the gaps have been closed and the child is working within the expected range for their age/ and or they are working at their full potential, then the children may be removed from the SEN register.

If it is clear that the child will need further support from an external agency then the advice of the Educational Phycologist will be sought and the child's All about me Profile and IEP will be updated accordingly.

We use provision mapping for two reasons. Firstly, the provision map will identify what support we will put in place if we recognise that a child needs support. Secondly the provision map will identify what support is currently in place for children in our setting.

Staff use CPOMS to alert SENDCO and senior leaders of any new information regarding a child.

All staff are encouraged to attend training to further their own professional development. When new legislation is developed, staff are trained and informed appropriately through INSET and staff training.

At St Joseph's we currently have additional support from a private speech therapist and we regularly access support from a Specialist Teacher. We have a pastoral lead in school who supports pupils with emotional regulation. We also have support from Compass Bloom, a local mental health service, who provide class workshops, 1:1 support and small group work to support children's SEMH needs.

Ongoing support and development is in place for staff supporting children and young people with SEN. This may be provided by outside agencies, colleagues, SENDCO or SLT.

Arrangements and reasonable adjustments are made if needed to support children during tests and SATs. A scribe or translator may need to be employed by the school in such instances, or the children may be assessed in an alternative way.
Additional support is offered to families when needed. We have great links with a variety of outside agencies.

The SEND Information Advice and Support Service (SENDIAS) and the Lancashire SEND team are dedicated information advice and support services for children and young people with special educational needs and disabilities and their families. The service is impartial, confidential, and free and helps families to gather, understand and interpret information and apply it to their own situation. Children and young people can also access the service independently from their parents. They also provide support around: The local offer, Local policy and practice, Education law on SEN and related law on disability, health and social care, personalisation and personal budgets.

The Local Authority has created what they call a 'Local Offer'. This highlights to parents and carers how the authority will support pupils and families.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

All Children should be involved in making decisions about their education, where possible and appropriate and the school should listen to the views of the child. We adopt a child centered approach.

For children with SEND, we aim to involve the child in understanding his or her difficulties and what is needed to overcome them. We also encourage students with SEN to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

All children are involved in their own target setting. Children on SEN support are included in the production of their all about me profile and their termly IEP meetings and reviews.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

We will ensure that all parents/carers are fully informed of any SEND their child may have. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling children with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their child's education. We actively seek to work with parents and value the contribution they make. All parents of children with special educational needs are treated as partners.

Information about staffing is available on the school website. We are only a small school therefore we only have a small number of staff. An induction evening is held for the new Autumn term intake at the end of the summer term where all staff attend and introduce themselves to the new families.
We have an open-door policy here at St Joseph's. Staff are on the school playground each morning and are able to speak with parents. If parents wish to speak with a member of staff privately, then an appointment can be made with the school bursar.
Each term we host a parents' evening where progress is shared and discussed. An end of year report is sent home in the summer term.
Each year we hold an open day/ evening where prospective families are invited to visit the school and meet the staff and governors.
Parents are able to give feedback via the school website, email, in writing, by appointment with the head teacher or by completing the parent view form via the link on our website.

How will the curriculum be matched to my child/young person's needs?

First and foremost, this is a Catholic School and as our aims state, we want **every** child to grow up to be the person God calls them to be. We believe that a Catholic Education should focus upon the whole child and not just their performance in the core subjects. To this end, our curriculum is rich and diverse with the aim that children have many rich and varied experiences during their time at St Joseph's.

Teachers are accountable for the progress and development of all of the pupils in their class. Teachers adapt the curriculum in order to meet the needs of the children with

SEND. They measure and monitor the ongoing progress for pupils with SEND- focusing on outcomes with high expectations for all. They will liaise with the SENDCO in order to ensure provision for children with SEND is high quality.
We also have a range of interventions in place currently supporting the additional needs of the children in our setting. Each class teacher is responsible for meeting the needs of all children in their class and therefore they plan SMART targets and provide opportunities for these to be achieved, this may be through additional classroom support or by them participating in an out of class intervention.

How accessible is the school environment?

We offer an accessible learning environment at St Joseph's and have provision that meets the needs of all of the children in our setting. We have equipment and resources that meet the needs of the children with SEN in our setting.
Each class uses a visual timetable for the day. All resources are clearly labelled around the school environment to encourage the children's independence.
We have in the past used specialist equipment in school for HI. If we need to buy specialist equipment then this is put to the finance committee.

- St Joseph's provides an accessible school environment. Wheelchair access can be made through all entrances to the school, apart from the school office where we have steps. The school provides an accessible changing /toilet facility. The car park is large and offers accessible parking.
- Up to date information is available on our school website. Any information that cannot be found can usually be provided by request to the school bursar or head teacher. Where different font sizes or translations into other languages have been requested then we have been able to accommodate. We do not currently provide information in audio our Braille. Specific information with regards to additional needs can be requested from and discussed with our head teacher and SENDCo.
- All resources are clearly labelled around the school environment to encourage the children's independence.
- If a child joins our school and we need to assess whether adjustments need to be made to the school environment then we will seek the advice of the SEND team in Lancashire and request an environmental audit. Where appropriate, risk assessment will be in place and shared with staff.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

Each cohort is small at St Joseph's, with our maximum intake each year being 15. Every child's needs are met and catered for with a tailored and adaptive curriculum approach. We also have

highly trained teaching assistants (TAs) who work through and across school. Where a child has a specific SEN, a teaching assistant may be asked to support that child for certain aspects of the curriculum, or at certain times in the school day. Where additional equipment and resources are needed, they are provided by the school or external agencies.

We use provision mapping to identify the SEND across the school. The provision map will illustrate the range and level of support for individual pupils or groups with similar needs and the resources required to meet those needs.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. Our school tracking system is very robust and we are able to rigorously monitor and track progress attainment for all of our pupils.
Each term has whole staff pupil progress meetings where each child is discussed in detail. These discussions will then highlight the effectiveness of the provision in place, and the data will then inform the provision map for the coming term.

Ongoing support and development is in place for all our staff supporting children and young people with SEND. This may be provided by outside agencies, colleagues or the SMT.
Arrangements and reasonable adjustments are made if needed to support children during tests and SATs. A scribe or translator may need to be employed by the school in such instances, or the children may be assessed in an alternative way.
We have an open-door policy here at St Joseph's. Staff are on the school playground each morning and are able to speak with parents. If parents wish to speak with a member of staff privately, then an appointment can be made with the school bursar.
Each term we host a parents evening where progress is shared and discussed. An end of year report is sent home in the summer term.
Throughout the school year we hold curriculum evenings and workshops where the SLT or outside agencies will offer support and guidance to parents. We have held very successful parent workshops for Maths and EYFS.
On our school website we have a section for parents which provides links to websites and organisations should they require any additional support in their own learning.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

All staff are encouraged to attend training to further their own professional development. When new legislation is developed, staff are trained and informed appropriately through INSET and staff training.

- All staff attend training to further their own professional development. When new legislation is developed, staff are trained and informed appropriately through INSET and staff training.
- At St Joseph's we currently have staff trained in delivering Speech and Language intervention to a high standard.
- Ongoing support and development is in place for staff supporting children and young people with SEND. This may be provided by outside agencies, colleagues of the SLT.
- Arrangements and reasonable adjustments are made if needed to support children during tests and SATs. A scribe or translator may need to be employed by the school in such instances, or the children may be assessed in an alternative way.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Transition from class to class can be a very anxious time for any child and even more so for a child with additional needs. The school plan in time for transition activities through 'Meet the Teacher' sessions at the end of the summer term. The children are able to spend time with their new teacher and teaching assistants as well as discovering what their new classroom environment has to offer. Additionally, the class teachers meet to discuss the classes and share relevant information so that everyone is fully informed and support can be put into place where necessary.

If a child is required to leave the setting for whatever reason or when they leave primary education at Year 6, information is passed onto the next setting via the Head teacher and SENDCo.

For our children in Year 6- Children have opportunities during the summer term to visit the next school. Students come and visit the pupils and do a little talk about their school. Teachers visit the children and have both a Maths and a Science session delivered by the secondary teachers. Children in Year 5 attend a retreat day at the secondary school. If a special school is needed then they attend day sessions from May onwards with their special support assistant.

How will my child/young person be included in activities outside the classroom, including school trips?

All activities within school and educational visits are carefully planned and risk assessed to ensure all children have equal access to them. Some activities may be adapted, some may require further staffing to ensure all children are included with appropriate care and support, this includes any children with physical / medical needs.

St Joseph's has a fully inclusive before and after school club: Fun 4 kids. This runs from 7.45 till 8:45 each morning and from 3:15 till 5:45pm after school.

The school offers a range of extra-curricular activities that change throughout the year. Some of these clubs occur a small charge, but the majority are free and ran by the class teachers. These clubs may include: Lego, art and craft, book, singing, sport, science to name but a few. All of the clubs we run are fully inclusive and open to all pupils.

What support will there be for my child/young person's overall well-being?

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practise (2014) is followed.
The staff at St Joseph's work closely together to plan and deliver support for children who have medical conditions. We value the input given by parents and carers in supporting children effectively.
We are also supported by Clayton and Whittle family center – we have access to Play Therapists and Counsellors.
If your child has a medical condition, please speak to Mrs Cunliffe who will complete a health care plan with you to support your child. Medicines can be given in school when essential for a child's health.
We have a policy and system in place for the administration of medicine within school.
We will arrange TAF (Team around the Family) meetings when necessary to work with a family to draw up a care plan. Each week on the staff meeting agenda we allocate a slot for safeguarding, where this information may be discussed and shared with other staff, as and when relevant.
In the case of a medical emergency, we would act accordingly. The emergency services would be contacted immediately and school policy would be followed.
Staff are continuously given the opportunity to further their own professional development through courses and training. If a specific training course is needed to be completed, then this would be sought.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Monitoring and evaluating SEND is ongoing throughout the year. Regular monitoring and evaluation of the quality of provision offered to our pupils is achieved by:

- Ongoing teacher and TA observations in daily classroom practice
- Adaptive planning and resources
- Ongoing evidence of work shows progress towards learning and behaviour objectives
- Evidence of progress to be reviewed at termly Pupil Progress meetings

- SEN Support Plans (to be updated termly/ half termly)
- Daily monitoring of behaviour incidents
- Informal discussion with the child about their progress.
- Discussion with parent/carer about their child's progress e.g. parent evenings, informal conversations.
- Discussion with relevant outside agencies about progress/needs.
- Termly Planning and Review Meetings to discuss individual children and school needs
- SEND report for Governors
- Termly SEND update for SEND Governor
- Analysis of SEND data and reporting to staff and Governors

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's needs.
Other body involvement has included:

- Educational Psychologist (EP)
- Occupational Therapist
- Speech and Language Therapist (SALT)
- Specialist Teaching Service
- Chorley Inclusion Service (CISS)
- Physiotherapist
- Advisory teacher – Hearing Support
- SENDIAS (formally known as Parent partnership)
- School Nurse
- Attendance Officer
- Advisory teacher – Dyslexia
- Broadoaks and CAMHS
- Clayton and Whittle Family Center – Family Support/Play Therapists and Counsellors.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

If parents/carers consider that they are dissatisfied with their child's Special Needs provision the following procedures may be followed;

- Discuss the problems with the class teacher.
- Involve the SENDCO in order to explore other possibilities.
- Discuss the problem with the Headteacher.
- If the Headteacher is unable to resolve the difficulty the parents' concerns should be put in writing to the SEN Governor, Mrs A Johnson. The Chair of Governors,

Mrs

C Jones will be involved after other avenues to resolve the situation have been exhausted.

- If the problems are beyond school control it may be necessary to involve the LA. Further details may be obtained from the Head teacher.

Further information is available in our complaints policy.

Where can I find the contact details of support services for the parents of children/young people with SEND?

We have great links with a variety of outside agencies. The SEND Information Advice and Support Service (SENDIAS) is a dedicated information advice and support service for children and young people with special educational needs and disabilities and their families. The service is impartial, confidential, and free and helps families to gather, understand and interpret information and apply it to their own situation. Children and young people can also access the service independently from their parents. They also provide support around: The local offer, Local policy and practice, Education law on SEN and related law on disability, health and social care, Personalisation and personal budgets.

Where can I find information on where the local authority's local offer is published?

The School SEND policy, the school and the Lancashire Local offer are available on:

http://www.stjosephswithnell.co.uk/sen/