

St Joseph's Catholic Primary School

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SEND Information Report

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'Growing together with Jesus in our hearts, heads and hands.'

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Introduction

All Bracknell Forest schools are supported by the Local Authority to be as inclusive as possible, of all children, including those with Special Educational Needs and Disabilities (SEND), ensuring that all children make the best possible progress.

What is the Local Offer?

- As a result of The Children's and Families Bill 2014, 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. This is the Local Offer.
- The intention of the Local Offer is to improve the choice and transparency for families. It is also an important resource for parents/cares in understanding the range of services and provision in the local area.
- Bracknell Forest's Local Offer can be found by clicking on the following link:
<http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6>
- If the above link fails to work, please follow these instructions:
 1. Go to www.bracknell-forest.gov.uk
 2. Click on the Children and Family Services Tab
 3. Then Click on Special Education Needs and Disability (SEND)
 4. Click on SEND Local Offer
 5. Scroll down to Visit the Bracknell Forest Local Offer

The School SEN Information Report

With reference to the Local Offer the SEN information Report outlines how we as a school meet the provision set out in our school SEND Policy. This policy can be found on our school website by clicking on the following link:

[SEND – St Joseph's Catholic Primary School \(\[stjosephsbracknell.co.uk\]\(http://stjosephsbracknell.co.uk\)\)](http://stjosephsbracknell.co.uk)

At St. Joseph's Catholic Primary School, we embrace the fact that every child is different and therefore the educational needs of every child is different; this is certainly true for children with special educational needs.

In the report that follows we give more information about how we aim to support your child and you during their time with us.

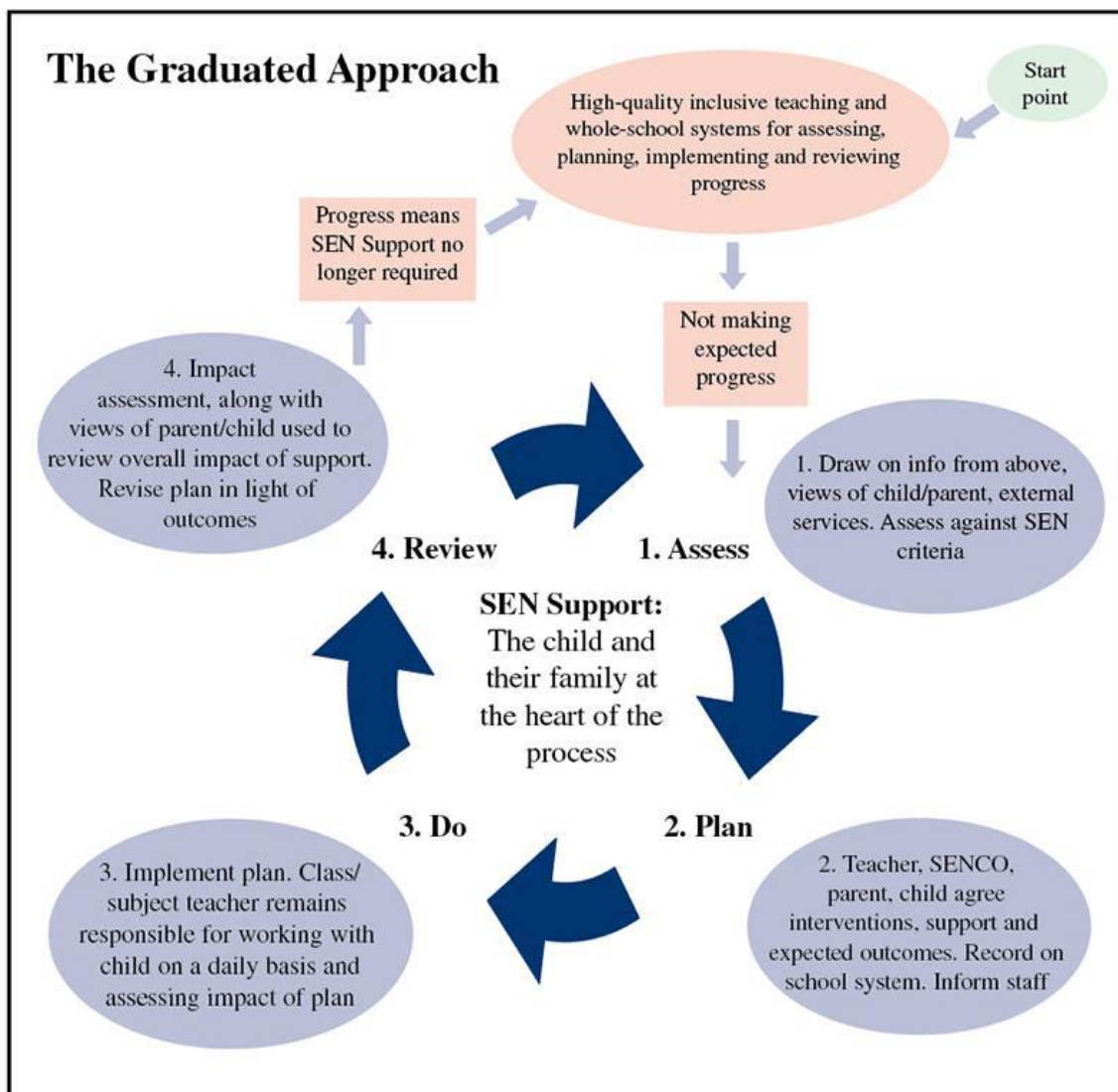
1. How does St. Joseph's Catholic Primary School identify children with special educational needs and disabilities?

At St. Joseph's Catholic Primary School, we are committed to the early identification of special educational needs and adopt a graduated response to meeting these in line with the 2014 SEN Code of Practice (DfES 2014).

As children join St. Joseph's Catholic Primary School whether via Nursery, Reception or in transferring from another primary school St. Joseph's Catholic Primary School Admission Information Sheet is completed with the parent/carer to alert the school to any known needs or concerns. Throughout a child's school life,

a range of evidence is collected through the usual assessment and monitoring arrangements, backed up by termly Pupil Progress Meetings. If it becomes clear that a child is failing to make appropriate progress additional support will be provided.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

In line with school policy all teachers are involved in termly Child progress meeting. Where concerns are raised, the SENCO will consider, with parental permission the need to bring in the support of outside professional agencies e.g., Speech and Language Therapy (SALT), Autism Support and SEMH Support, Educational Psychologist, Sensory Consortium. The school offers an open-door policy to meet with a child's class teacher as and when the need arises. Additionally, SEND children will be invited to a termly review of their Learning Plan targets and children with Educational Health Care Plans, also have a statutory annual review.

2. Who to talk to if you are worried about your child

Talk initially to your child's class teacher they are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help they may need and letting the school's SENCO know where necessary.
- Writing targets for Learning Plans, sharing and reviewing these with parents termly and planning for the next steps.
- Ensuring the SEND Policy is followed in their classroom for all the children they teach with any SEND.

Plan to meet again with the class teacher at an agreed later date to revisit your concerns and discuss any progress that has been made. If there has been little improvement, then the class teacher will refer you on to the school's SENCO.

The SENCO is responsible for:

- Developing and reviewing the school's SEND Policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are;
 - 1) Involved in supporting your child's learning
 - 2) Kept informed about the support your child is getting
 - 3) Involved in reviewing how they are doing
- Liaising with all outside professionals who may be coming into school to help support your child's learning, e.g., Speech and Language therapy, SEMH Team, Educational Psychologist, Sensory Consortium and Bracknell Forest Autism Support Service.
- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in school, so that they can help children with SEND to achieve the best possible progress.

Other people you can talk to

- **The Acting Head Teacher: Mrs. Nicola Philpott**
- **SENCO: Mrs. Katy Pay**
- **The SEND Governor Mrs Vilma Fernandes**

The Headteacher is responsible for:

- The day-to-day management of the school; this includes the support for children with SEND
- Giving responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child's needs are met
- Ensuring that the Governing Body are kept up to date about information relating to SEND

The SEND Governor is responsible for

- Making sure the necessary support is given for any child with SEND who attends the school

3. How parents/carers are kept informed/consulted about the ways in which their child is being supported

Involving parents and ensuring that they are informed about any support given to their child is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Open door policy	Class teacher in the first instance.	As and when required by appointment, during term time.
Sharing and review of Targets	Class teacher, parent	Three times a year
SENCO meetings to discuss Learning Plans	SENCO, class teacher, parent and other relevant professionals (Where appropriate)	Termly
EHCP reviews	SENCO, class teacher, parent, child and other relevant professionals	Annually

4. The kinds of special educational needs that are provided for at St. Joseph's Catholic Primary School

The 2014 SEN Code of Practice (DfES 2014) recognises 4 broad categories of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

At St. Joseph's Catholic Primary School, we follow the Code of Practice and recognise that children's needs and requirements may fall within or across these categories and that their needs may well change over time. Our aim always, is to meet your child's needs as and when they occur, in whichever category or categories they fall.

The table below outlines the current specific intervention programmes available to children with SEND. However, this does not show the bespoke programmes designed for individual children as needs arise throughout the year.

Type/Title of Intervention	One to one	Small group
Language & Literacy	✓	✓
Speech and Language (SALT)	✓	✓
Fine and Gross Motor Skills	✓	✓
Social Skills	✓	✓
Nurture support	✓	✓
Play Therapy	✓	
Emotional Literacy Support	✓	✓
Numeracy Support	✓	✓

Along with these specific Intervention Programmes and the bespoke individual programmes we also offer group work intervention run by either a Teaching Assistant or class teacher. These will be for children

identified by the class teacher as requiring additional support in a particular area and will take place both in and out of the classroom.

5. The equipment and resources the school provides for children with SEND

We resource and provide equipment to support the child's individual needs.

For example:

- Resources such as seat wedges and writing slopes are available if your child is assessed as needing these and may help a child experiencing difficulties in writing and sensory needs.
- Individual visual timetables and visual support strategies are often used for children with a diagnosis of Autism and those who need more support to concentrate, along with "Now and Next" boards which break down the day further into the immediate and next task to be completed.
- "Fiddlies", timers and "move "n" sit" cushions may be found to be a useful aid for a child with ADHD.

Teaching Assistants

All classes have access to a learning support assistant.

If your child has an Education Health Care Plan, they may also receive additional 1:1 targeted learning support, however pupils do not have assigned teaching assistants who are with them all day. Adults may support pupils individually, with whole class learning or run small groups including your child.

6. How we monitor your child's progress

As part of quality first teaching (day-to-day excellent targeted classroom teaching) your child's progress will be continually monitored by his/her class teacher.

The table below sets out the monitoring that can be expected to take place for a SEND child at St. Joseph's Catholic Primary School and how you as a parent/care may be involved in this.

Progress Monitoring	Who's involved	Frequency
Child Progress meeting	Class teacher, key stage lead and senior leadership team/head teacher/ SENCO	Termly
Sharing and review of Targets	Class teacher, parent and child	Three times a year
SENCO meetings to discuss Learning Plans	SENCO, class teacher, parent and other relevant professionals (Where appropriate)	Half termly
EHCP reviews	SENCO, class teacher, parent, child and other relevant professionals	Annually
Work sampling/lesson observations	SENCO/ senior leadership team, class teacher	Termly
Outside professional Assessments	Outside professional, SENCO, class teacher, child, parent (if appropriate)	As and when required

As progress is reviewed, where relevant, new targets are agreed and set. Within this process, the child, their parents and any appropriate professionals are consulted.

Outside of these more formal reporting arrangements you are of course always welcome to come and discuss your child's progress with school staff.

7. How you can help support your child's learning

At St. Joseph's Catholic Primary School, we believe that the education of any child is a partnership between the school, parents and child. As parents we want you to be active participants of the 'Assess, Plan, Review, Do' cycle for your SEND child. Good communication at all times between school and home is the key to ensuring the best possible outcomes for your child.

There are also several other sources from which parents/carers may find help to enable them to support their child's learning:

Support for parents	Who's involved	Frequency
School website	School staff, Governors, parents and child	To all parents, open access
School newsletter	School staff, Governors, parents and child	Fortnightly
Open door policy	Class teacher in the first instance.	As and when required by appointment, during term time.
SEND Support Teaching Assistant & Specialist SEND Teacher	School staff, parents and child	As and when required by appointment, during term time
External agency advice/support	School staff, parents and relevant external advisors	As and when required by appointment, during term time

8. How we make sure that the voice of the SEND child is heard

It is vitally important that at every stage the child has the opportunity to tell us how they think the support they are being given is helping them, how they feel they are progressing and if there is anything they would like to see change.

The table below outlines the **main** opportunities which are given to ensure that this happens.

Child views	Who's involved	Frequency
In class dialogue	Class teacher, child, or other relevant staff members	Regular - embedded as part of quality first teaching
Open dialogue policy	All staff and child	When child seeks or requires support/ advice
Sharing and review of Targets	Class teacher, parent and child	Three times a year
EHCP reviews/ Bracknell Forest child view document	SENCO, class teacher, parent, child and other relevant professionals	Annually

9. How St. Joseph's Catholic Primary School assesses the overall effectiveness of our SEN provision and how parents / carers and children with SEND can take part in this evaluation

- Historic data analysis is regularly reviewed using the schools' published data, alongside monitoring and tracking of school data.
- The views of parents and child are actively sought during consultation meetings, as well as SEND Education Health and Care plan annual reviews.

- The SENCO regularly meets with the head teacher, teachers, learning support assistants and outside agencies to discuss the progress of children.
- Termly progress meetings look at the effectiveness of SEND provision.
- The school Governors provide an additional layer of quality assurance, ensuring evaluation.

10. The support available for your SEND child's overall well-being and their family

- As part of quality first teaching, we offer all children a rich and diverse curriculum, which incorporates P.S.C.H.E and pastoral support.
- The teachers, teaching assistants and the pastoral lead work with pupils who have identified social and emotional needs through speech and Language (SALT) social groups, and ELSA Emotional Literacy Support groups and one to one sessions.
- The school may use a Play Therapist who comes into school to work with identified children on a 1:1 basis.
- We also work closely with external agencies to support children who may require additional social and emotional and mental health support, such as the Social, Emotional and Mental Health Support Team, Child and Adolescent Mental Health service and Bracknell Forest Autism Support Service.
- If a child has personal care needs, we would consult with the child's parents/ social services and relevant medical professionals to produce a Personal Care Plan to ensure adequate provision for that child. (Please also refer to our Intimate Care Policy)
- Where a SEND child is looked after, close liaison is kept with the child's carers and the social care services involved with their care.

11. The kinds of specialist services and expertise available at or accessed by the school

Specialist Services

- Bracknell Forest Autism Support Services (ASSC)
- Social, Emotional and Mental Health Team (SEMH Team)
- Child and Adolescent Mental Health Service (CAMHS)
- SEND Advisor
- School Nurse
- Specialist Nurses (E.g., Epilepsy Nurse)
- Children and Young People Integrated Therapy service (CYPIT)
 - Speech & Language (SALT)
 - Occupational Therapy (OT)
 - Physiotherapy (PT)
- Sensory Consortium
- Educational Psychologist service (EPS)
- Unique Inclusion bespoke support
- Social Care
- Play Therapist
- Family Intervention Team (FIT)

Involvement from any of the above outside agencies comes as a result of on-going concerns regarding your child and quality first teaching and interventions not resulting in the expected improvements and progress. At this point, your views would again be sought, and discussions had as to the best way forward and next steps to take.

If you feel that your child needs the support from one of these services, in the first instance discuss your concerns with the class teacher, who will then as appropriate refer on to the SENCO.

SEND expertise within school

Considerable thought, planning and preparation goes into training our staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We are committed to developing the ongoing expertise of our staff.

The school has a rolling programme of professional development for our staff, and this includes training on SEND. Training provided has included;

- Speech and Language Therapy Programmes
- Team Teach
- Autism support training programmes
- Sensory Consortium Training for supporting hearing and visually impaired pupils
- Occupational Therapist (i.e., handwriting)

Some Teaching Assistants have taken specific training courses, e.g., Elklan Speech and Language, Taking partners, On-line Training in Autistic Spectrum Disorders and are trained in delivering specific programmes such as SALT or OT programmes.

12. How we involve children with SEND in all aspects of learning

- We are an inclusive school who focus on wider outcomes for all children and support activities outside of the school time.
- We have a range of school clubs that we ensure are supportive of all children's needs, making reasonable adjustments to cater for SEND needs.
- When planning school trips, the needs of children with SEND are prioritised at the planning phase. Risk assessments ensure that all circumstances are reasonably mitigated.
- Dialogue with parents, pupils (where appropriate) and relevant professionals will help effectively plan additional provision and facilitate access to extra curricula and school trips.

13. The accessibility of our school environment

Our school was originally built in 1960 and pre-date the DDA (Disability Discrimination Act). All buildings apart from the KS2 block are on one level. This block has a disabled lift. Each learning area has a toilet which is accessible to wheelchair users.

The school reviews its Health and Safety audit on a regular basis and makes reasonable adjustments as and when deemed necessary.

If there are any specific needs, we will look at modifying the environment at that point in time. The Sensory Consortium regularly visits our children with auditory and visual impairments and advises the school on adjustments that can be made to support these children.

14. How we support your child when they arrive at St. Joseph's Catholic Primary School, as they move through the school and when they leave us

Before they arrive

- You are welcome to arrange a visit/ series of transition visits to the school prior to your child joining St. Joseph's Catholic Primary School. This would give you and your child an opportunity to

familiarise yourselves with the new classroom and teacher. Any relevant information about your child and their individual needs could then be shared.

- If appropriate we can arrange a slow/staggered introduction to the school environment.
- If your child has a designated social worker, they might support your child's integration to the school, for example through social stories or visual timetables.
- Where possible a transition plan would be put into place for your child including pre-visits and a "Transition Book" showing photos of their classroom etc for you to share with your child.

Moving through the school

- The school holds transition days for children to meet their new classes, teachers and teaching assistants before the end of the Summer Term.
- For children for whom transition is difficult, a transition support programme is provided which may include, additional visits to their new setting, 1:1 or small group sessions and a personalised "Transition Book" showing photos of their new setting.

Leaving St. Joseph's Catholic Primary School

- Transition meetings are held between St. Joseph's Catholic Primary School and relevant school staff at the child's next school, to ensure that information and advice is passed on to your child's new school/teachers.
- Where possible, opportunities to visit and to meet with your child's new school/teachers will be provided.
- If appropriate, and with the new school's permission, a Transition Book of photos can be made
- If individual needs require further support, Behaviour Support Team and the Autism Support service maybe involved to provide bespoke transition arrangements.

15. How can you give feedback to the school or make a complaint?

We welcome all feedback from parents / carers, feel free to contact the school office in person or by phone 01344 425246 or by e-mail to the clerk of the governors v.fernandes@stjosephsbracknell.co.uk or the SENCO can be contacted via e-mail at senco@stjosephsbracknell.co.uk .

The school's complaint policy can also be found on the school website.

Please also see the local authority complaints procedure.