



St. Joseph's Information Report 2022-2023.

Year Group	Number of children in Year Group	Number on the SEND Register	Number of SEND who are CLA	Percentage of the Year Group	Number of children on Ranges 1-3	Number of children on Range 4/EHCP	Number of EHCP pending.
Nursery	40	11	0	28	11	0	0
Reception	41	8	0	20	7	1	1
Year 1	45	7	0	16	6	1	1
Year 2	43	12	0	28	9	2	0
Year 3	45	11	0	24	11	0	0
Year 4	46	14	0	30	14	0	0
Year 5	45	11	0	24	10	1	0
Year 6	44	8	0	19	8	0	0

Areas of Need:

ASD	SEMH	C&L	SLCN	Physical	HI	SpLD	ADHD	Medical
6	26	18	32	0	0	0	0	1

How do we identify children with Special Educational Needs and Difficulties?

There are a range of ways in which we identify children with Special Educational Needs and Difficulties. Some children will have already been identified before they start at St. Joseph's, in which case, we work in partnership with the professionals that already know them to support their learning. If you inform us that you think your child has a Special Educational Need or Disability, we will discuss this with you and look at what assessments or provision may be required – we will share with you what we find and agree with you what we will do next and what you can do to help your child. If our teachers are concerned that your child is making slower than expected progress or is not making as much progress as they had previously then they will discuss this with you in the first instance. We will observe them +and carry out further assessments to pinpoint what barriers they may be experiencing. Our teachers and SENDCo will look at areas of need and agree SMART targets and put in specific strategies and tailored interventions on an IEP.



Assessing and reviewing pupils' progress towards outcomes.

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs through the use of a one-page profile. The outcomes sought, the support provided, and any teaching strategies or approaches that are required are detailed on an IEP (individual education plan). Each half term, we will review the effectiveness of the support and interventions outlined on this IEP and their impact on the pupil's progress. The IEP is reviewed and shared with parents. IEP targets can have three different outcomes; met; not met; partially met. A met target will be updated with the next logical step or steps to ensure the child makes progress. A target which has been partially met means that the pupil may need slightly longer to consolidate a skill. If a target is not met, then it will be reviewed to make gaining the new skill or knowledge more achievable, or a teacher may implement a different approach.

How could my child get help in school?

Children in school will get support that is specific to their individual needs. This will be provided by the class teacher and may also involve other staff in the school:

- Staff may visit the school from the Local Authority central services; such as the Autistic Spectrum Disorder (ASD)/Social. Communication, Interaction and Learning (SCIL), Behaviour Support Services, Learning Support Services or Visual Impairment Team.



- The SENDCo may make a referral to the Speech and Language service who will visit to complete an assessment and then either make recommendations on strategies for the teacher to use or return to carry out a speech and language sessions in school addressing receptive and expressive language.
- Our School Nursing team is available to support your child via a referral process
- Children's mental health and well-being is supported by the school's Mental Health Champion, the CAS Lead (Creating Active Schools) and the Nurture Team. We have also commissioned an Art Therapist to work on recognising and regulating emotions.

How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's teacher initially. The concerns may need referring to the SENDCo if your child is not making progress. Regular meetings will be scheduled to monitor progression and impact and the outcomes shared with you on a half termly basis. You can raise concerns during the IEP review and make any amendments to the IEP that you feel need to be made. If you continue to feel your child is not making enough progress, you should speak to the Headteacher or the SEND Governor.

Are there any support services available to the parents of children with SEND?

Yes. There are many local and national organisations who can offer support and advice, including some charities and voluntary bodies. A good place to start is the Bradford Parent Partnership, <http://www.barnardos.org.uk/parentpartnershipservice.htm> (Telephone: 01274 481183). The SENDCO is available to help parents locate organisations that can offer more specialist advice and can support parents with self-referral to agencies that they would like to seek support from. Catholic Care offer a range of support services, and these can be found on the website - [Home - Catholic Care \(catholic-care.org.uk\)](http://catholic-care.org.uk)

How do we teach children with SEND and adapt the curriculum and learning environment to support children with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils; sometimes this means simplifying a task, arranging alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help. A child may also benefit from personalised programmes delivered in a small group, a pair, or on an individual basis. The SENDCo monitors the effectiveness of the provision put in place for each SEND child and ensures they are making progress. We will continue to seek support and guidance in partnership with yourself, from external agencies and ensure their recommendations are in place to meet the needs of your child. Sometimes a child may have to work on targets normally associated with a younger year group. Sometimes, targets have to be broken down into very small steps, with repetition to allow them to become secure with an idea. Teachers plan with the intent of promoting equity and including the interests of those with SEND. The classroom environment is set up to support all learners; each subject has a working wall showing the learning journey. There is key vocabulary on display which is supported with visuals, sentence stems are provided to



scaffold answers. Each classroom has a visual timetable showing the pupils what the structure of the day is. In classes with more than one teacher, the door has a picture showing the pupil which teacher they have on that particular day.

How do we consult children with Special Educational Needs and Difficulties and involve them in their Education?

All children in school are aware of their individual targets and have the opportunity to discuss these with their class teacher. Children with SEND have input on their IEP. Children are asked about their feelings about school, what they like, what they find hard, and how they think they could be helped. Children with an EHCP are involved in their annual review meetings where they are asked their opinions about how they are getting on at school and they are asked if they want to share any information or wishes.

What extra-curricular activities are available to children with SEND?

We actively try to ensure that all our extra-curricular activities, including breakfast club, after-school club, residential and visits are adapted for children's specific needs, where reasonable adjustments are possible. Risk assessments are carried out and procedures are put in place to enable all children to participate.

How does the school train staff and secure specialist expertise?

Staff training on how best to teach pupils with SEND forms part of our regular CPD programme for all staff. We source more bespoke training for individual members of staff depending on the needs of the children they are striving to meet. The SENDCO acts as link to a wide range of other specialist agencies, such as Speech and Language Therapy, SEND Support Services, CAMHS, School Health, Schools Educational Psychological Service, School Nurse, Child Development Centre, Hearing and Visually Impaired Services, and parent advice groups. The SENDCO keeps up-to-date with Local and National developments and attends meetings with BCWCAT to discuss these. Meetings put on by Bradford LA are also attended regarding SENDCO updates. •Class teachers should have in-depth knowledge on how best to teach the children in their class. If training for a particular need is identified or recommended, the class teacher will attend this to support their teaching and understanding of the needs of their children. Teaching assistants need support in delivering appropriate interventions for individuals or groups in their class, if a new intervention is to be run, we will ensure that these teaching assistants are well trained and confident with the intervention before they start delivering it. Professional development is very important, and it ensures that all adults are well equipped to manage and support the needs of the children they work with.

How do we evaluate the effectiveness of the provision for children with SEND?

Every half term IEPs are evaluated and updated. At this point the SENDCO looks at each target outcome and the effect the provision has had on progress. Pupil progress meetings happen every term, these also look at interventions put in place for individual children and how this has impacted upon progress. Annual



reviews are held for children with an EHCP and provision and targets are reviewed and rewritten. Provision is also monitored by the SENDCO through lesson observations, planning scrutinies book looks, learning walks and reviewing assessment data.

What is the admission procedure for children with SEND?

We take applications for all children with SEND and it is the same for all children. We encourage parents to provide as much information on admission forms as possible so that we can begin to understand how to best meet their child's needs when they arrive at school. We will work with previous settings and ensure that relevant information is shared quickly and effectively. The local authority may consult us for a school place for a child with and EHCP, they inform us of the needs as outlined in the EHCP. If we have the resources and provision to meet the needs of the child, then they will be added to our register. For some children with specific needs, we may not have the resources to best provide their education and will ask the Local Authority to place them in a school with designated specialist provision. St. Joseph's is a School of Sanctuary and as such welcomes all children and families to be part of our school community. If we feel we do not have the resources to meet a student's needs, then it is because we feel we do not have the environment in which they can reach their full potential.

How do we monitor and improve the physical environment to increase the extent to which SEND pupils can use facilities and services?

We are continually monitoring the physical environment and regularly carry out risk assessments to ensure the environment is safe and accessible for all students, staff, and parents. Before their child begins, all new parents are shown around school. The parents of SEND pupils are given the opportunity to express any concerns regarding accessibility and we work together to overcome these.