St Joseph and St Teresa's RC Primary School SEND Information Report, March 2023-24

Type of school	Roman Catholic Voluntary Aided Primary School	Primary (5-11)

Our school is part of the Dunstan Catholic Educational Trust (DCET) Multi Academy Trust. We are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

St Joseph and St Teresa's school motto is '**Together we love, we learn, we live together'** and this underpins our approach to encouraging and supporting all pupils to achieve the best they can. Our school provides a rich and engaging experience for all our children so that they can realise their academic, personal and spiritual potential.

The school's values are reflected in everything that we do. They are:

- Respect
- Curiosity
- Love
- Forgiveness
- Stewardship
- Resilience

Teaching and Learning:
We structure our curriculum so that the whole school follow a broad and balanced curriculum. We provide the children with a range of trips and visitors to enhance their learning and provide a variety of learning experiences. The Early Years Foundation Stage and National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

<table>
<tr><td>Fully wheelchair accessible</td><td>Yes</td><td colspan="2">Policies related to this SEN Information Report and available on website:</td></tr>
<tr><td>Auditory / visual enhancements</td><td>No</td><td>SEN Policy</td><td>March 2023</td></tr>
<tr><td>Other adaptations</td><td>None</td><td>Safeguarding Policy</td><td>October 2023</td></tr>
<tr><td colspan="2" rowspan="2">Our school building is a modern building with good accessibility to the majority of the school. The school is all built at ground level with ramped accesses into the building. Corridors are wide enough to ensure good access for all and there is a disabled toilet available. The playground is also level with ramped access to the school, however, there are steps up to the field.</td><td>Behaviour Policy and Anti-Bullying Policy</td><td>February 2023
February 2023</td></tr>
<tr><td>Accessibility Policy</td><td>March 2022</td></tr>
<tr><td colspan="4">This Information Report has been written with due regard to: The SEND Code of Practice, 2015, the Children and Families Act, 2014, the Mental Capacity Act, 2005, the Disability Discrimination Act, 1995, and the Equality Act, 2010.</td></tr>
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St Joseph and St Teresa's RC Primary School contributes to the Somerset Local Offer and can be found at**:** **https://www.somerset.gov.uk/schools/st-josephs-and-st-teresas-catholic-primary/**

The Somerset Local Offer in full can be accessed from: **https://www.somerset.gov.uk/children-families-and-education/the-local-offer/**

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in this school if I am worried about my child?	**Class Teachers**	Within the school your child's class teacher will have the greatest knowledge of your child, their learning style and the barriers that they may experience. Therefore, the first point of contact if you have any concerns should be the class teacher. **They are responsible for:** • The achievement and attainment of all children in their class. They will ensure that their teaching is of high quality and differentiated according to need. • Keeping records and monitoring the progress of your child. They will identify, plan and deliver any additional help your child may need. This is called an Assess Plan Do Review Cycle (APDR). It could include things like targeted work or additional support/ small group work. They are responsible for letting the SENCO know if children need further support. • Sharing and reviewing support plans for children on the SEND Register with parents at least 3 times a year. • Using individual targets when planning your child's lessons. • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that all the school's policies, including SEND, are followed in their classroom.

	The SENCO, Mrs Teresa Harvey maternity cover. (Miss Jess Burgess (Working day: Wednesday	**They are responsible for:**
		• Coordinating all the support for children with special educational needs (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
		• Working with the class teacher to ensure that parents are:
		  • involved in supporting their child's learning
		  • kept informed about the support their child is getting
		  • involved in reviewing how their children are doing in school
		  • part of the Assess Plan Do Review cycle.

	mornings, Thursdays))	• Liaising with all the other people who may be coming into school to help support your child's learning such as the Integrated Therapy Services, Virtual School and Learning Support Team, Educational Psychologists and Autism and Communication Team. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school. • Reporting to the governing body about SEND. **They are responsible for:** • The day to day management of all aspects of the school, this includes the support for children with SEND. • Ensuring that your child's needs are met. • Up-dating the Governing Body about any issues in the school relating to SEN.
	Head Teacher, Mrs T. Harvey	**Mrs Harvey is also the school's Designated Safeguarding Lead and is responsible for all actions relating to keeping children safe.**
	EAL Coordinator, Ms Lucy Dyer	**They are responsible for:** • The assessment, monitoring and support of children who have English as an Additional Language. • Liaising with the class teacher and SENCO when there are concerns that a child with EAL needs also has Special Educational Needs.
	SEND Governor, Mrs T Whitehouse	**They are responsible for:** • Making sure that the necessary support is made for any child who attends the school who has SEND, including any adaptations to provision that they may need. • Monitoring the SEND provision alongside the SENCO • Developing and reviewing policies and other SEND documents with the SENCO. • Reporting to the full governing body on matters relating to SEND in school.

ST JOSEPH AND ST TERESA'S SEND PROFILE

	Current Details (March 2023)
What types of SEND are supported within the school?	• Under the SEND Code of Practice, 2015, children with SEN are identified within 4 areas of need: ➢ **Communication and Interaction**: This includes children with speech, language and communication needs who may have difficulties in saying what they want to, or understanding what is being said to them. It also includes children who find it hard to understand and use social rules of communication and have difficulty interacting with others. Children with Autism Spectrum Conditions, including Asperger's, often have these social interaction difficulties. ➢ **Cognition and Learning**: This includes children who learn at a significantly slower pace than their peers even with appropriate differentiation. At our school, the majority of children within this area of need have either moderate learning difficulties (MLD) or specific learning difficulties (SpLD), such as Dyslexia, Dyscalculia or Dyspraxia. ➢ **Social, Emotional and Mental Health**: This encompasses a wide range of difficulties and behaviours related to mental health difficulties such as depression, anxiety, eating disorders and self-harm, as well as disorders such as attention deficit disorders (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. ➢ **Sensory and / or Physical Needs:** This includes those young people who require special educational provision due to a disability that affects their access to educational facilities and learning. These needs may include visual or hearing impairments (VI or HI), multi-sensory impairments (MSI) or physical disabilities (PI). • At St Joseph and St Teresa's RC Primary, we have children identified under each of these areas of need. • We currently have 14 children identified on our SEND Register, five of whom have EHCPs, a further one is awaiting assessment for an EHCP and 9 of whom are supported under SEND Support. This equates to roughly 9% of the school population, which is under the national average.

	• The spread of need within our school, taking into account the children's main area of need, is: ➢ Communication and Interaction: 4 children ➢ Cognition and Learning: 6 children ➢ Social, Emotional and Mental Health: 4 children ➢ Sensory and / or Physical Needs: 0 children
	• Details of the support that is provided within the school for each of these areas of need is recorded in our school Provision Map, which is available from the school on request.
	• We have internal processes for monitoring provision and assessment of need. These are overseen by the SENCO, in conjunction with the Senior Leadership Team and SEND Governor. • Monitoring processes include: ➢ Reviews of target setting on APDR Record Sheets ➢ Individual annual reviews for each child on the SEND Register ➢ Annual reviews of the Provision Map to ensure it still matches what we can provide in school. ➢ Learning Walks, focusing on SEND ➢ Book Looks and reviews of SEND Folders by SENCO and Head Teacher ➢ Pupil Progress Meetings

HOW DOES THE SCHOOL IDENTIFY CHILDREN WITH SEND?

	Staff involved	**What will happen?**
How does the school know if my child needs extra help?	Class teachers and SENCO	• Teachers are responsible for assessing and monitoring the progress of all children in their class. This is done using both formal assessments (structured tests) and informal assessments (observations or class work). We also observe and notice how children interact socially in the classroom and at break times. • We could consider that help may be needed if: ➢ A child performs significantly below their Age-Related Expectations, despite additional support; or falls more than 2 years below the expected levels in reading and /or spelling age. ➢ Lesson objectives are not being met, even after work has been differentiated appropriately. ➢ There is a significant and prolonged change in a child's behaviour or they seem to be unhappy in school. • If a teacher has concerns about a child, they should consult the schools Graduated Response flowchart and follow the Graduated Response (available from the school on request). • The first step will be that the class teacher puts additional support work in place. The school has an agreed Provision Map of universal support that has been defined with relation to the Somerset Graduated Response Document. This can be found on Somerset's website and identifies the type of support that is available to all children within the school if they need it. This support may be in a small group, on a one to one basis or incorporated into everyday classroom practice and will be focussed on a particular aspect of learning or area of need. The SENCO may be involved in discussions with teachers at this point. This support will be recorded in an Assess, Plan, Do, Review document for the individual. • If a child does not make the expected progress after these interventions or support strategies have been put in place, this will be identified within the review and parents will be asked to give consent for the SENCO to become more involved to identify whether the child needs support that is additional to, or different from, that included within the school's universal support. • The SENCO will review the support that has already been put in place and identify a series of observations and assessments to inform a decision as to whether a child needs to be entered onto the SEND Assess -

		Plan – Do – Review cycle, and be identified on the school's SEND Register. This decision will be made within 8 working weeks of the referral being made to the SENCO. • Parents' views, and those of the child, will be taken into account at each stage of the process. • The SENCO may contact outside agencies, with parental consent, in order to understand a child's needs more clearly (for example Somerset's Virtual School and Learning Support Team, Educational Psychologists, Speech and Language Therapists or Occupational Therapists). These professionals offer advice and guidance to schools and parents within guidelines set by county and may, on occasion, provide a specific diagnosis of a child's needs.
	Parental / carer concerns	• You know your children best and may have concerns about their needs or progress that are not evident at school. If you are concerned about any aspect of your child's learning then it is important that the school knows about this. • Any parental concerns should be raised with the class teacher who will then, if necessary, discuss further with the SENCO for advice or ask the SENCO to contact you. Your concerns will always be taken seriously and are important to us. • There may be occasions where children need short-term support, such as after bereavement or when a child is having difficulties with peers. We are able to offer short-term interventions to support them and will monitor their progress. Children will not be added to the SEND Register if such needs are related to short-term circumstances, but will be monitored to ascertain if the needs develop into longer term Special Educational Needs.

HOW WILL MY CHILD GET HELP IN SCHOOL?

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

- Other staff in the school
- Staff who will visit the school from the Local Authority such as Advisory Teachers, Educational Psychologists, Virtual School and Learning Support Team, Sensory, Physical and Medical Support Team
- Staff who visit from outside agencies such as the Integrated Therapy Service (Speech and Language therapy (SALT), Occupational Therapy (OT) and Physiotherapy

The support will be provided through a graduated response in line with the Somerset Graduated Response Document. The content of this response is described further in the school's Provision Map, which is available from the school on request.

	Types of support provided	**What does this mean for your child?**	**Who can get this kind of support?**
What are the different types of support available for children with SEN in this school?	**UNIVERSAL SUPPORT** Class teacher input via excellent, targeted classroom teaching also known as Quality First Teaching. This is the Universal strand of the Graduated Response and is recorded on the School's Provision Map.	• The class teacher has the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and understand. We aim to match the curriculum to your child's needs so that they can make progress, and differentiate work according to the next steps that they need to do this. • Different ways of teaching are used so that your child is fully involved in learning in class. This may involve things like using more practical learning approaches, visual prompts or allowing them additional time to complete tasks. • Children are supported to be independent learners by having access to visual timetables and a range of resources within the classroom. • Success criteria are shared with children so that they know what they are learning and can evaluate their own success. • Your child's teacher will carefully check each child's progress. If they see that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress, then they may use additional resources or small group work to support this.	All children in school should have access to this as part of excellent classroom practice.

		• Additional resources may include things like word banks or phoneme frames to support writing, or the use of a laptop or iPad to support recording. • Specific strategies may be put in place to support your child to learn. These may be suggested by the SENCO or by outside agencies and are recorded on a Concerns' Sheet. • Pre-teaching, booster or review sessions may be delivered to help children cope with new information in class or to go over concepts that may have been difficult to understand. These sessions may be taught by class teachers or TAs but the class teacher is responsible for the planning and review of the sessions and will liaise with the teaching assistant about planning, delivery and outcomes from the group. • Current interventions being delivered in school include ELSA (Emotional Literacy Support), Speech and Language Development, Social Skills Work, Basic Maths Interventions, Precision Teaching and Phonics groups, Food Chaining, Reading Comprehension Groups, Precision Teaching, Number Sense, Spelling Detectives. We also have TAs who are trained in delivering the Somerset ILI programme. • The impact of any intervention is reviewed and monitored to support further planning and the identification of SEND.	Any child who has specific gaps in their understanding of a subject/area of learning.
	TARGETED SEND SUPPORT **Specialist groups, individual sessions or individual strategies** are offered according to children's needs.	• Your child will have been identified by the class teacher and SENCO as needing more specialist input, in addition to excellent class room teaching and intervention groups. They will be identified on the school's SEND register so that all staff are aware that they have additional needs that have to be supported within any work they do in school. This identifies children as SEND Support according to the SEND Code of Practice. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. This meeting will be part of a termly Assess -Plan–Do–Review SEND cycle (APDR).	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. They will receive support that is different from and additional to the

		• You may be asked to give your permission for the school to discuss your child at a Multi-Professional meetings. This is a way of the school accessing advice from external agencies, including Educational Psychologists. • You may be asked to give permission for your child to be referred to a specialist professional eg. a Speech and Language Therapist or Specialist Advisory Teacher. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional may work with your child/ carry out assessments or observe them in the school setting in order to understand their needs and make recommendations. These may include: ➢ Making changes to the way your child is supported in class eg. some individual support or changing some aspects of teaching to support them better ➢ Support to set focused targets which will include their specific expertise for teachers to implement ➢ A specialised group or individual work • The school will discuss with you an individual support plan for your child. They will tell you what additional support will be provided and what strategies will be used. This support is likely to include some existing intervention groups, but may also have more individualised input or support that may be done 1 to 1 with a trained member of staff. Support currently provided at this level includes: Individual anxiety support plans, individual speech and language sessions, movement break plans, use of Clicker to provide support with recording and individual social story work. • Your views will be listened to and recorded on the school's SEND APDR records. This will also contain information about targets, provision and progress and will be reviewed and monitored by the class teacher, alongside the SENCO. • Your child's views will be presented through a personalised One Page Profile and reviewed regularly. • A full annual review will be completed with the SENCO at the end of each academic year to review outcomes and ensure that staff who will be working with the child at the next step in their education are fully informed of their needs.	Universal Support that is available to all children.

		• If a child's needs are deemed to be at a level where additional financial support may be required at some point in their education in order for the school to support them effectively, then the SENCO will carry out a detailed SEND Support review on a yearly basis and will record this on the Somerset Portal so that other professionals can access the information. This includes detailed information on your child's needs and provision, as well as input from parents and child, and is the first step in the process of applying for an EHCP (Education, Health and Care Plan)	
	HIGH NEEDS: INDIVIDUAL SUPPORT **A few children will need support provided via an Education, Health and Care Plan (EHC Plan).** This means your child will have been identified by the class teacher, the SENCO and outside agencies as needing a particularly high level of personalised and individual teaching which cannot be provided from the budget available to the school. Your child will also be receiving specialist support / advice from a	• The school or you can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this from the Somerset Council website – Somerset Choices: https://choices.somerset.gov.uk/025/local-offer/education-health-and-care-plan/ • After the request has been sent in to the Local Authority through completion of the SEND Support Review on the Portal, they will decide whether they think your child's needs, as described in the paperwork provided, seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEND support. • After the reports have all been sent in the Local Authority will decide if your child's needs are severe and complex and that they need more support in school to make good progress. If this is the case, they will write an Education, Health and Care Plan (previously known as a Statement of Special Educational Needs). If this is not the case, they will ask the school to continue with the SEND support. • The Education, Health and Care Plan will outline the individual/small group support your child will receive and how the support should be used and what strategies must be put in place. It will also have long term goals and outcomes for your child. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child, however this is not the case for every child with an EHCP, as the use of	Children whose learning needs are: • Severe and complex • Lifelong

	professional outside the school.	funding is determined by outcomes and provision named in the EHCP document.	
How can I let the school know 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 • If your child is still not making progress, the concerns may need referring to the SENCO. Normally, the class teacher will pass on concerns to her and she will get in contact with you to follow this up. However, you may request a meeting with her at any time by contacting the office. • If you continue to feel that your child is still not making progress you should speak to the Head Teacher or the school SEND Governor.		
How does the school monitor progress and let me know if they have any concerns about my child's learning?	• St Joseph and St Teresa's RC Primary School has Pupil Progress Meetings where the Head Teacher meets with class teachers to discuss children who give concern and appropriate actions agreed and reviewed. The SENCO and EAL Coordinator are also involved in these meetings so that support can be suggested straight away. Parents' evenings are arranged twice a year; you will also receive a monitoring data and an end of year written report. • When a teacher or a parent / carer has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO using the Concerns' Sheet which contains a record of the targeted teaching and its impact. • You will receive a copy of this Concerns' Sheet and be informed about any further assessment or observations that the SENCO needs to do. • The SENCO, working alongside all parties involved with your child's learning, should inform you within 8 weeks of this referral whether your child needs to be identified as SEND and will arrange a meeting with you to discuss this.		
How is extra support allocated to children and how is this funded?	• The school budget, received from Somerset LA, includes money for supporting children with SEND. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENCO discuss all the information they have about SEND in the school and decide what resources/training and support is needed. This information includes ➢ the children getting extra support already ➢ the children needing extra support ➢ the children who have been identified as not making as much progress as would be expected. • All resources, training and support are reviewed regularly and changes made as needed. • At St Joseph and St Teresa's RC Primary School, we recognise that children's needs can vary widely and we aim to make provision to ensure individual needs are met and appropriate strategies and support are in place.		

How is the emotional well-being of children supported?	At St Joseph and St Teresa's RC Primary School, we are dedicated to nurturing the children and all our class teachers aim to create a supportive learning environment. We are a close community and children are well-known to staff and to each other. However, we recognise that this can sometimes mean that difficulties in relationships can have a greater impact on children's feelings about school and we support children's emotional well-being in a number of ways: • We have 2 ELSA support assistants who are specially trained to meet children's emotional needs and work with targeted children individually and in small groups. • Within the classroom, teachers deliver a PSHE (Personal, Social and Health Education) programme and targeted Circle Time sessions to match class, group or individual needs. • Where 'normal education' has been interrupted by lockdown measures, or other situations that prevent children attending school over a period of time, careful planning is put on place on their return to school to include aspects of a 'Recovery Curriculum'. This recognises that emotional needs have to be met and time allowed for children to settle back into school before learning can be successful. • Children can access Forest School sessions which allow the children to develop self-esteem and build resourcefulness and resilience in a practical, outdoor setting.

Who are the other people providing services to children with SEND in this school?	A. Directly funded by the school	• Teaching Assistants: there are currently 2 HLTAs and 6 TAs working across the school. They are directed by class teachers and the SLT to carry out a mix of in-class support and small group or individual work. • Forest School • ELSA support • Educational Psychology Service • Learning Support Advisory Teachers
	B. Paid for centrally by the Local Authority but delivered in school	• Virtual School and Learning Support Team • Autism and Communication Service • Educational Psychology Service • Sensory, Physical and Medical Support Service • Wells Partnership Schools and CLP clusters • SENCO Network support meetings, involving all the above agencies.

	C. Provided and paid for by the Health Service but delivered in school	• School Nurse • Integrated Therapy Service (speech therapy, occupational therapy, physiotherapy)
How are the teachers in school supported to work with children with SEND and what training do they have?	• The SENCO's job is to support the teachers in planning for children with SEND. The SENCO, Miss Burgess, holds the National Award in SEND Coordination. • The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information and training on SEN issues provided through regular federation staff meetings. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. • All teaching staff have received training in the Somerset Graduated Response. Training this year has also included sessions on setting EEF Research, APDR cycles, and using assessment tools. • Teaching Assistants have attended training on ADHD, and Working Memory. • All members of staff are Team Teach trained.	
How will we measure the progress of your child in school?	• Your child's progress is reviewed formally every term and a judgement is made about whether s/he is on target to achieve the relevant Age-Related Expectations in Literacy and Numeracy. • Children on the SEND Register have short-term targets linked to their agreed outcomes, which are reviewed at least 3 times a year. These targets are shared with children and parents and their progress towards these is tracked on a weekly basis using these. • If your child is not yet working at Year 2 Age Related Expectations by the end of Y2, s/he will be assessed using another scale of levels. The levels are called the Pre-Key Stage Standards. The Wakefield Progression Steps are also used in school to measure and track for progress for those making small steps of progress. • At the end of Key Stages 1 and 2 the school is required to report whether your child has achieved Age Related Expectations in English, Maths and Science. This is something the government requires all schools to do and the results that are published nationally. Children working below Key Stage standards will have levels identified within the Pre-Key Stage Standards. • The progress of children with an EHC Plan is formally reviewed at an Annual Review • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.	

	• The school's academic assessment of children is moderated through our cluster of local schools in the Wells CLP.
What support do we have for you as a parent of child with SEND?	• Class teachers will arrange termly meetings to discuss the progress that your child is making at school and at home, and to share information about strategies that you can use at home to support your child's learning. • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. Please contact the school office if you would like to arrange an appointment. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework will be adjusted as needed to your child's individual needs. • Advice is available for all parents in Somerset through Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support): https://somersetsend.org.uk/
How have we made education at St Joseph and St Teresa's RC Primary School accessible to children with SEND?	• We ensure that equipment used is accessible to all children regardless of their needs. • Key words and literacy resources are used across the school to support learning. • Practical maths resources such as Numicon are available in all classes. • Visual timetables / reminders / learning prompts are used in all classrooms • Considerations will be made to ensure that all school trips are inclusive. Alternative activities may be offered whilst on a school trip to meet the needs of your child. If necessary, an additional adult may accompany your child on the trip. • Careful risk assessments are drawn up for any off-site activities, where all potential hazards are considered and provision made to overcome them to ensure that children remain safe at all times. • In some cases, Individual Risk Assessments will be completed relating to specific details in a child's needs. These will be drawn up prior to the trip and, if necessary, we will meet with parents to ensure that all trips are positive experiences for all children. • There is a disabled-access toilet in school. All classrooms are on the ground floor and have ramped access. • Adaptations will be made to allow all children to access the offsite activities that we offer.
How will we support your child during transition? (ie. Moving to our school /when they are	We recognise that moving on can be difficult for a child with SEN and take steps to ensure that any transition is a smooth as possible. • If your child is moving into our school, we will ➢ Discuss any learning needs with the prior setting ➢ Provide a transition booklet if necessary ➢ Invite your child for some additional visits prior to joining our school

moving to another class or leaving this school?)	➢ Liaise with the Early Years SENCO, and any other professionals involved in supporting the child and family, regarding the needs of any child who has already been identified with SEN. • If your child is moving child to another school: ➢ We will contact the school SENCO and ensure they know about any special arrangements or support that need to be made for your child. ➢ We will make sure that all records about your child are passed on as soon as possible. ➢ Your child will have input into their One Page Profile to go to their new teachers. ➢ If necessary, we will arrange additional visits for your child to the new setting, or invite staff to visit your child at our school. ➢ Your child may be part of a specific supported group before transfer to a new school where students will have the opportunity to discuss any worries and learn new skills relevant to their transfer. • When moving years in school: ➢ Information about your child will be shared with their new teachers through an annual review. ➢ If your child would be helped by a personalised plan for moving to another year, we will put this in place. ➢ We will organise specific times for your child to visit the new class and provide a transition book if necessary.

Complaints	• If you are unhappy about any aspect of your child's SEND provision, in the first instance please make an appointment to meet with Miss Burgess, the SENCO, who will listen to your concerns and try to address these. The Head Teacher, Mrs Harvey can also be involved in this meeting. • If you wish to take any complaint further, our complaints procedure can be found at: https://www.stjosephandstteresa.co.uk/policies/ • Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints. We had no complaints in the year 2022-23 regarding SEND provision.
Challenges and Future Developments	• Challenges for our school over the past year have included an increase in emotional and mental health needs within the school. As well as an increase in the number of concerns around children who may have unidentified Special Educational Needs. • Our strategic plans for developing and enhancing SEN provision in our school this year include working with teachers to develop parental and child involvement in target setting and monitoring within the SEN Graduated response, looking at how we can provide greater levels of emotional support in school and continuing to improve our systems for identifying children with SEND.
Involvement in the creation of the SEN Information Report	• This Information Report has been prepared by Miss Burgess, SENCO, in discussion with the Head Teacher, Mrs Harvey and the SEND Governor, Mrs Whitehouse.

If you have any further questions that you would like to ask you are very welcome to talk to your child's class teacher or to make an appointment to see Jess Burges – SENCO. This can be done through the school office.

Produced by: Jess Burgess, 02.03.24 Signed: Jess Burgess